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ABSTRACT

Volume II contains 20 discussion units for the final five months of the Calendar for the American Issues Forum Bicentennial program (see SO 008 613 for Vol. I). Discussion topics in this book include Working in America; the Business of America; America in the World; Growing up in America; and Life, Liberty, and the Pursuit of Happiness. Although a variety of instructional procedures are suggested, all of the units are intended to engage students in structured activities leading them to active inquiry and participation in class discussions. Designed for secondary social studies and history classes, the units provide students with a special, activity-oriented one-day discussion for each of the 36 weekly subtopics of the calendar. Each of the one-day units is a self-contained package which includes suggestions to the teacher for procedures, readings, instructions, and questions. A regional bibliography appends the document, and contains listings of in-print materials. (Author/JR)

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What Is America?

Discussions

Volume II

A publication of the American Issues Forum Regional Program, University of Denver

GENERAL EDITORS:

Dr. Robert E. Roeder, University of Denver
Dr. Jarrell McCracken, Denver Public Schools
Dr. Ted Soens, Pittsburgh Public Schools

American issues forum:
A national bicentennial program

Developed under the auspices of the National Endowment for the Humanities and cosponsored by the American Revolution Bicentennial Administration.

This project is made possible by a grant from the National Endowment for the Humanities, a federal agency created by Congress to support education, research, and public activities in the humanities.

1975
University of Denver
Denver, Colorado

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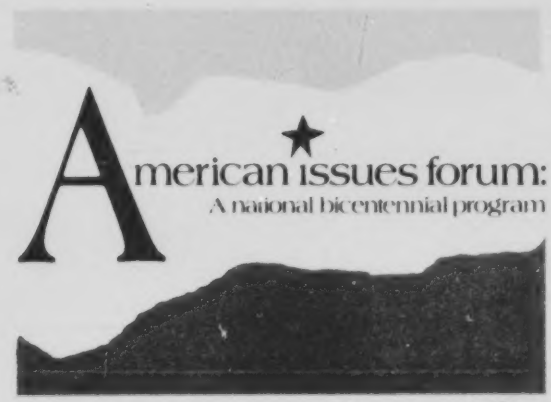

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1975
University of Denver
Denver, Colorado

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The editors wish to acknowledge, with appreciation, the scholars who have made significant contributions to the contents of this Bicentennial publication.

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* * * * * * * * * * * *

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Fifth Month: "Working in America" Section V
January 11 through February 7, 1976

Sixth Month: "The Business of America... Section VI
February 8 through March 6, 1976

Seventh Month: "America In the World Section VII
March 7 through April 3, 1976

Eighth Month: "Growing Up in America Section VIII
April 4 through May 1, 1976

Ninth Month: "Life, Liberty, and the Pursuit of Happiness" Section IX
May 2 through May 29, 1976

(Months One through Four will be found in Volume I)

Immediately following the Discussions:

Appendix I: Regional Bibliography

THE COMPLETION AND RETURN OF THE EVALUATION FORM ON PAGE v WILL BE GREATLY APPRECIATED.

INTRODUCTION

The American Issues Forum is a national Bicentennial program sponsored by the National Endowment for the Humanities (NEH) and co-sponsored by the American Revolution Bicentennial Administration (ARBA). It seeks to engage Americans of all ages and walks of life in serious consideration of our nation's institutions, values, and traditions. To make this possible, NEH has developed and published a Calendar setting forth and elaborating upon the issues connected with nine monthly topics and 36 weekly subtopics. During the 36 weeks of the school year, beginning September, 1975, and running through May, 1976, much attention will be given to the topics and questions described in the Calendar in the press and the broadcast media. Several publication projects have also been arranged for by the NEH to support the efforts of citizens to engage in this consideration of our nation's heritage and future.

The full text of the Calendar was included as an appendix of Volume I of *What Is America?/Discussions*. It is also included in the copies of this second volume which are being sent to those who did not receive Volume I.

What Is America?/Discussions has been prepared by the Regional American Issues Forum Program, which has been created by NEH to support the Forum in the Great Plains and Rocky Mountain states, and which has its headquarters at the University of Denver. This is the second volume of two which are designed to provide high schools with a special, activity-oriented, one-day discussion unit for each of the 36 weekly topics of the Forum's Calendar. Scholars at several of the region's universities are collaborating in the production of *What Is America?/Discussions*. They have suggested to the editors what substantive points might best be treated in the units and what documents and other readings may be selected to demonstrate to students how Americans have attempted and now attempt to deal with the problems and issues raised by the Calendar. The final responsibility for editing the units has rested upon the General Editors, Dr. Robert E. Roeder, Department of History, University of Denver; Dr. Jarrell McCracken, Denver Public Schools; and Dr. Ted Soens, Pittsburgh Public Schools.

This second volume contains the 20 units for the final five months of the Calendar. The units are designed with the needs and opportunities of senior high school social studies and history classes primarily in mind. They may, however, be used in other senior high school classes and, in some instances, in junior high schools.

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Each of the one-day units is a self-contained package. It contains suggestions to the teacher of procedures for its use; and readings, instructions, and questions to be duplicated by the teacher for student use. This volume is left unbound in order to facilitate that duplication. Although a variety of instructional procedures are suggested, all of the units are intended to engage students in structured activities leading them to active inquiry and participation in the class discussions. Teachers preferring to use a simpler format will also find materials in these units and useful questions in the Calendar text suitable for "read-and-discuss" procedures. Additional sources of readings and other instructional materials keyed to each week's topic and questions are described below and in the appendices of this volume.

Each teacher will, of course, decide when and how best to use the units in his or her classes. Some will find them useful when their courses normally reach a point where one of the American Issues Forum topics comes under consideration. The editors urge, however, that during the forthcoming Bicentennial year, teachers consider using these units on a "once-a-week" basis during the weeks specified by the Calendar. During those weeks, special stimulus to, and special information for, discussion of the topics will be given by the press and broadcast media, and in some communities, by other AIF programs. For instance, each week the Calendar's topic will be examined in an essay written by one of the nation's leading scholars. These essays will appear in many of the nation's newspapers under the title "Courses By Newspaper."

The Courses by Newspaper materials and other materials prepared for the AIF were described in Appendices to Volume I, a copy of which has been sent to each high school in this region. Consult your school principal or social studies department if you need to locate Volume I. Volume II includes a Regional Bibliography, suggesting, for each month of the AIF Calendar, books of particular interest to citizens of Colorado, Montana, North Dakota, South Dakota, Utah and Wyoming.

A series of short (ca. ten minute) oral tapes, featuring statements relating to each of the 36 AIF weekly topics, has been prepared by the University of Denver. Each tape features statements made by Americans during the Revolutionary generation. Teachers interested in using the short discussion-starter oral tapes should write to: Dr. Robert E. Roeder, 401 Mary Reed Building, University of Denver, Denver, Colorado 80210. The tapes will be available at no charge to those sending in blank tapes and return postage. Other inquiries regarding AIF materials should also be addressed to Dr. Roeder.

Teachers interested in having their classes participate in the American Issues Forum will thus have a great variety of materials from which to select. It is hoped that the units in *What Is America?* will serve to raise issues of fundamental and abiding importance in the nation's life, and to aid students in gaining insight into how this people has sought to resolve them.

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EVALUATION

(The Regional Program would greatly appreciate your comments on *What Is America?/Discussions*. Please return the brief questionaire below to Dr. Robert E. Roeder, 401 Mary Reed Building, University of Denver Denver, Colorado 80210.)

1. Did you use, or do you plan to use, the discussion units in any of your classes?

   A. None B. A few of the units C. Many of the units
   D. All of the units

2. In which courses? (Circle all applicable)

   A. American History B. American Government
   C. Other Social Studies

   D. Other (Please indicate what)_____

3. At what grade level(s)?

   A. 8 or 9 B. 10 C. 11 D. 12

4. At the grade levels used, were the reading skills required:

   A. Too low B. Too high C. About right

5. Did the units generate active participation by students?

   A. Little B. Some, but not much C. A great deal

6. In your judgment, did the units lead students to understand American society better?

   A. In no case B. In a few instances C. Usually
   D. Almost always

7. Have other teachers in your school used these materials?

   A. No B. One other C. Two others D. More than two others

8. How could the units have been made better, or more useful?

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TO THE TEACHER

SPECIAL NOTE

The "TO THE TEACHER" page or pages of each of the units explains how to use it in considerable detail. A few general suggestions for use should, however, be mentioned here:

1. In preparing to use a weekly unit, teachers should consult the enclosed Calendar to see the full range of issues it suggests in connection with the topic of that week. In order to make possible serious and fruitful discussion, most of the units focus on one of a few of the questions raised by the Calendar. Teachers may, however, find it useful to read the Calendar text to students on the day before the lesson, in order to orient them to the context of the particular questions the unit pursues.

2. Many of the units include materials which are to be duplicated for distribution the day before the discussion is scheduled so that students may prepare themselves by overnight reading. Others of the units also will require pre-preparation of materials to be distributed in the course of the class discussion. These volumes are being distributed in an unbound form and the printing has been done in a simple style so as to facilitate the process of in-school duplication.

3. All of the units are designed to elicit active participation by a substantial percentage of the students in the class. Some pre-planning of group and individual assignments will economize on class time.

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AMERICAN ISSUES FORUM CALENDAR

FIRST MONTH: **"A Nation of Nations"** *August 31-September 27, 1975*

August 31:	The Founding Peoples
September 7:	Two Centuries of Immigrants
September 14:	Out of Many, One
September 21:	We Pledge Allegiance . . .

SECOND MONTH: **The Land of Plenty** *September 28-October 25, 1975*

September 28:	A Shrinking Frontier?
October 5:	The Sprawling City
October 12:	Use and Abuse in the Land of Plenty
October 19:	Who Owns the Land

THIRD MONTH: **"Certain Unalienal'e Rights"** *October 26-November 22, 1975*

October 26:	Freedom of Speech, Assembly and Religion
November 2:	Freedom of the Press
November 9:	Freedom from Search and Seizure
November 16:	Equal Protection Under the Law

FOURTH MONTH: **"A More Perfect Union": The American Government** *November 23-December 20, 1975*

November 23:	"In Congress Assembled . . ." A Representative Legislature
November 30:	A President: An Elected Executive
December 7:	"The Government": The Growth of Bureaucracy
December 14:	"By Consent of the States . . ."

FIFTH MONTH: **Working in America** *January 11-February 7, 1976*

January 11:	The American Work Ethic
January 18:	Organization of the Labor Force
January 25:	The Welfare State: Providing a Livelihood
February 1:	Enjoying the Fruits of Labor

SIXTH MONTH: **"The Business of America . . ."** *February 8-March 6, 1976*

February 8:	Private Enterprise in the Marketplace
February 15:	Empire Building: Cornering the Market
February 22:	Subsidizing and Regulating: Controlling the Economy
February 29:	Selling the Consumer

SEVENTH MONTH: **America in the World** *March 7-April 3, 1976*

March 7:	The American "Dream" Among Nations
March 14:	The Economic Dimension
March 21:	A Power in the World
March 28:	A Nation Among Nations

EIGHTH MONTH: **Growing Up in America** *April 4-May 1, 1976*

April 4:	The American Family
April 11:	Education for Work and for Life
April 18:	"In God We Trust"
April 25:	A Sense of Belonging

NINTH MONTH: **Life, Liberty and the Pursuit of Happiness** *May 2-May 29, 1976*

May 2:	The Rugged Individualist
May 9:	The Dream of Success
May 16:	The Pursuit of Pleasure
May 23:	The Fruits of Wisdom

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American Issues Forum

Working in America

January 11 through February 7, 1976

January 11/17: The American Work Ethic

TO THE TEACHER:

OBJECTIVES:

1. Students should be willing to interview two people, record their opinions, and share and discuss those opinions in class.

2. Students should be able to generate several hypotheses about the status of the work ethic or attitudes toward work in the U.S. today.

(This lesson focuses on the Calendar topic: Does the work ethic still prevail among us?)

PROCEDURES:

On the day before the lesson is to be used, duplicate a copy of page three (the survey) for each student in the class, and also pages four through six for each student. Hand out the survey questions and ask each student to interview two workers for the next day's lesson.

Begin the lesson by summarizing the class findings on the chalkboard:
For Question C - indicate how many workers who were surveyed liked their job most of the time, some of the time, or not at all;
For Question G - indicate how many workers responded with yes and with no.

Now hand out Statements-CLUSTERS A, B, and C. Ask the students to read and answer the question: What does each group of statements say about work? Allow about 10 minutes, then write their responses on the board.

Use the following questions to compare the survey with the statements: How are the responses to survey questions C and G similar (different) than those in Statements-CLUSTER A? -CLUSTER B? In what ways are survey questions D and E similar to the Statements-CLUSTER B? Do the Statements-CLUSTER C correspond with the findings for survey question F? In what way?

To conclude the lesson, use the following to lead a discussion: In response to survey question H, what are some of the characteristics of the jobs listed by the people who were surveyed? What would be some reasons why different people view work differently? How do you feel about work? Is it only a means to an end or an end in itself?

(Note: Two recent polls showed these results: In response to the question:

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Do you like your job? 84% said yes, 12% said no, and 4% did not answer. In response to the question: Would you say you are satisfied or dissatisfied with the work you do? In 1949, 69% were satisfied, 19% were dissatisfied, 12% didn't know; in 1966, 87% were satisfied, 8% were dissatisfied, and 5% didn't know; in 1973, 82% were satisfied, 10% were dissatisfied, and 8% didn't know.

(Source: Wattenberg, The Real America. Doubleday and Co., 1974.)

POLL:

A. Age of interviewee (20-29) (30-39) (40-49) (50-59) (60-69) Sex: M/F _____

B. Type of work performed_____ For how long? _____

C. Likes the job: 1. Most of the time_____? 2. Some of the time_____?
3. Not at all_____?

D. What do you like about the work? _____

E. What don't you like about the work? _____

F. Of the following, which is the most important to you? The least? (Rank them 1-most important,to 5-least important.)

That you have:
- Enough help and equipment to get the job done? _____
- Good pay? _____
- Interesting work? _____
- Enough information to do the job? _____
- Enough authority to do the job? _____

G. Would you hold a job if you didn't have to?_____

H. If yes, what kind of job would you like to have and why?_____

_____

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- Enough authority to do the job? _____

G. Would you hold a job if you didn't have to?_____

H. If yes, what kind of job would you like to have and why?_____

_____

___ "Let us then up and be doing, and doing to the Purpose; so by Diligence shall we do more with less Perplexity. Sloth makes all Things difficult, but Industry (work) all easy, as Poor Richard says; and He that riseth late, must trot all day, and shall scarce overtake his Business at Night. While Laziness travels so slowly, that Poverty soon overtakes him, as we read in Poor Richard." Benjamin Franklin, The Way to Wealth, 1757.

___ "Idleness breeds mischief." Puritan saying.

___ "The motive of the laborer should be not to get his living, to get a good job, but to perform well a certain work." Henry Thoreau, Journal, 1852.

___ "Never put off till tomorrow what you can do today." Folk saying.

___ "I never did anything worth doing by accident, nor did any of my inventions come by accident; they came by work." Thomas Alva Edison.

___ From "Eliza Cook's Journal," 1849.

Work, work, my boy, be not afraid;
Look labor boldly in the face;
Take up the hammer or the spade,
And blush not for your humble place.

___ An ad in the Wilmington (Delaware) News and Journal papers, 1974: I need a job. Don't care what it is or how much pay. Am very eager to learn. Ask for Dave.

___ George Fradenburg is a lucky man. The Hewlett-Packard factory in Palo Alto, Calif., where he works is clean, pleasant and quiet enough to permit Fradenburg to talk with the other workers. Fradenburg, whose job is to assemble Hewlett-Packard's complicated electrical-signal analyzers, takes a craftsman's pride in his work. "It's a cute little outfit," he says of the device. He has even come up with a couple of tools to make the assembling go faster. "They like you to come up with new ideas," he says of his employer. "When they have this policy, you think more."

Fradenburg is pleased with other Hewlett-Packard personnel policies, such as a profit-sharing plan. The 46-year-old worker, who earns $4.80 an hour, owns 360 shares of the company's stock. "You feel you're more a part of the company," he says. Last month, the factory initiated a flexible schedule that allows Fradenburg to come to work anytime between 6:30 and 8:30 a.m. and leave between 3:15 and 5:15. Fradenburg is usually at his workbench by 6:30. "These hours give you so much freedom in the after-noon," he points out. When he goes home, Fradenburg does chores around the apartment building that his wife manages. "One of the problems today is that people have too much idle time," he says. "I just can't sit around."

STATEMENTS - CLUSTER B

____ Charles Reich (author of The Greening of America): "No person with a strongly developed aesthetic sense, a love of nature, a passion for music, a desire for reflection, or a strongly marked independence could possibly be happy in a factory or white collar job."

____ Albert Camus: "Without work all life goes rotten. But when work is soulless, life stifles and dies."

____ James M. Roche (retired Board Chairman of General Motors): "What is more boring than lugging home a big briefcase of papers to be read before going to bed every night?"

____ A steelworker about his job: "The one thing I have is security, but it's a boring, repetitious job--nasty, hot and dirty work. I go there 'cause I have to."

____ Comment from a worker: "I should have quit long ago. Now my dad, he ran a bar. When he'd come home, us kids would run up to him and say 'How'd it go?' My dad always had pride in his work. He'd talk about all the things the customers would say and do. Me, I go home, they don't understand a damn thing. All I do is dump a little coal into an oven. Why would my wife or my kids be interested in that?"

____ Robert Ford (personnel director at American Telephone & Telegraph): "We have run out of dumb people to handle those dumb jobs. So we have to rethink what we're doing."

____ A grievance committeeman for the United Steelworkers union: "I told management, 'Look, we don't believe anybody in the damned world can outproduce us. I hear all this bunk about how good they do it in Japan and Germany and we told management to let us try some things.'" The workers overhauled some tools, rearranged the production flow to make it more efficient and worked out changes in the production schedule. The result: production jumped 32.1 percent during the final three months of 1972, while the spoilage rate dropped from 29 to 9 percent.

____ Indiana Bell Telephone, for example, used to assemble its telephone books in 21 steps, each performed by a different clerk. It now gives each clerk individual responsibility for assembling an entire book. One result: employee turnover in recent years has been cut by as much as 50 percent.
(Source for the above three observations: Neal Q. Herrick and Michael Maccoby, "Humanizing Work: A Priority Goal of the 1970's," in Hearings Before the Subcommittee on Employment, Manpower, and Poverty of the Committee on Labor and Public Welfare, U.S. Senate, 92nd. Congress, 2nd session, (July 25 and 26, 1971.) pp. 332-334.)

____ Texas Instruments (TI): In 1967, TI's principle location in Dallas contracted for its cleaning and janitorial services. TI's facility engineers evaluated the locations at 65 percent clean and the contractor's ability to do the job was aggravated by a quarterly turnover rate of 100 percent. Preceded by careful planning and training, the following actions were taken in a test site involving 120 maintenance personnel:

Cleaning service teams of 19 people each were organized with appointed supervisors, but were given a voice in the planning, problem solving and goal setting for their own jobs.

They were held accountable for the overall job; the means of getting the job done was left to the teams. It was the teams responsibility to act independently to devise its own strategies, plans and schedules to meet the objective. They were taught how to measure their own performance and were given the freedom to do so, both as individuals and as teams.

Only economic results were directly measured. However, human outcomes can be inferred from the drop in the turnover rate:

The cleanliness level rating improved from 65 percent to 85 percent. Personnel required for cleaning dropped from 120 to 71. Quarterly turnover dropped from 100 percent to 9.8 percent. From the fourth quarter of 1967 until the fourth quarter of 1969, costs savings for the entire site averaged $103,000 per annum.

January 18/24: Organization of the Labor Force

TO THE TEACHER:

OBJECTIVES:

1. After examining five strikes in American history, the students will complete a chart with the following questions: Who is striking against whom? What are the issues? What other people are affected by the strike? What are other effects? Should the groups be permitted to strike? Why?

2. The students should be willing to state an opinion on the right to strike, and give reasons for their ideas.

3. The students should be willing to discuss the question: Should there ever be a limit to the right to strike?

(This lesson focuses on the Calendar question: Should limits exist on the right to strike?)

PROCEDURES:

This lesson requires duplication of each of the following pages - one set for every two students in the class.

Begin by placing the students in pairs. Hand out Chart A - Summary (page two) and the Strike Readings (pages three through five). Ask the students to read and examine the readings and complete the chart. Allow ten minutes for this part of the exercise. Then have the students respond orally to the chart questions 1-4.

Now write the headings: Laborers, Police, Garbagemen, Doctors, Teachers on the chalkboard. Poll the students as to their responses to question 5A. Write the answer yes or no under the appropriate headings.

Arrange the pairs into larger groups and have them discuss within the group their responses to question 5. Again, allow ten minutes for completion. Now ask various students to respond to this question. Emphasize their reasons behind their yes or no.

After five or six students have responded, repoll the students and list their second response under the previous entry. Note the differences, if any, and ask students to comment about why they assumed the new position.

Conclude the exercise by asking: Should there ever be a limit to the right to strike? Encourage students to respond to their classmates' statements. If time permits, try to reach a class consensus on this question and write this on the board.

CHART A - SUMMARY

	LABORERS	POLICE	GARBAGEMEN	DOCTORS	TEACHERS
1. Who is striking; against whom?					
2. Issues?					
3. Others affected by the strike?					
4. Other effects?					
5. A. Should they be permitted to strike? B. Why?					

ORGANIZATION OF THE LABOR FORCE: V/2/2

STRIKE READINGS

A. The Boston Police Strike, 1919

Concerned about poor working conditions, long hours, and low pay, 1,100 members of the Boston Police force signed as charter members to associate themselves with the American Federation of Labor. When the subject of unionization was first brought up, the Police Commissioner had voiced opposition but did not forbid such action. However, immediately after the affiliation was announced, the Commissioner issued the following rule: No member of the force shall join or belong to any organization, club, or body composed of present or present and past members of the force, which is affiliated with or part of any organization, club, or body outside the Department, except that a post of the Grand Army of the Republic, the United States Spanish War Veterans, and the American Legion of World's War Veterans may be formed within the Department.

One critic commented that this rule would have prevented a member of the police department from belonging even to the Methodist Church.

The policemen went ahead and elected officers; whereupon, the Commissioner ordered the elected officers to trial and suspended them. The members responded with the threat of a strike and efforts were made by citizen groups and politicians to solve the problem. The Commissioner rejected the compromise plans and on Tuesday, September 9, after a vote of 1,134 to 2, the police went out on strike.

Rioting, looting of store windows and burglary followed and rumors spread that the entire American underworld was headed for Boston. The following day, Mayor Peters, acting under a law that gave him power after rioting had actually occurred, took control of the Police Department, called out the State Guard located in Boston, and order was restored. For three months afterwards, Boston's streets were patrolled by armed soldiers. At one point, it was suggested that students from Harvard University help to patrol the streets.

B. Crisis in California - A 1975 News Story

Article from Time, May 19, 1975, page 38, removed to conform with copyright laws.

C. Pullman Strike

After the Panic of 1893, the Pullman Palace Car Company cut the wages to its employees by 25 percent. This meant that a worker lost $1.00 for every $4.00 in wages. However, at the company town near Chicago (called Pullman), the company did not make a corresponding reduction in the rents and prices charged in the company store. The workers rebelled and walked out on a strike May 11, 1894. The union asked the company's President, George M. Pullman, to arbitrate the dispute. He refused. As a result, Eugene V. Debs, the Union President, called for a nationwide boycott of Pullman cars. The union's problem met with national sympathy. In 27 states and territories from Ohio to California local unions conducted strikes in support of the Chicago local. Nerves and tempers reached the breaking point and as the weeks moved into months, violence became the common factor. Most of the action was centered in Chicago. The Governor of Illinois was sympathetic towards the strikers and refused to call out the militia. However, on July 2 the U.S. Attorney General acceding to railroad requests, secured an injunction against the union and advised President Cleveland to send out federal troops. With the arrival of the soldiers, the strike was quickly broken. Debs was convicted of contempt and sent to prison.

D. A Teachers Strike

For years teachers in this community felt that they had been underpaid for their work. But, by early October, the issues were more complex and far reaching than just the issue of money. The idea of teachers in unions was new and the power of the union was doubted by even many of the teachers themselves. A strike, if successful, would establish the union's power and probably add to the number of members which at this point in October had declined to a dangerously low figure. There had been early talk about benefits for students and the community, for more materials, smaller classes, and programs for exceptional students--but most of that was forgotten by the last of October and on into November. At that point the School Board elected by and representing the entire community, denied the teacher request for a ratio of 2

to 1. Teachers had asked, and seemed insistant about, a ratio system which entitled more experienced teachers to receive twice the salary of beginning teachers. With this kind of formula they could work hard to increase the salaries of beginning teachers and, in the process, increase those for people with more experience at a greater pace. When the School Board denied this point, the teachers struck during the second week and into the third week of November. All of the schools were shut down. Sporadic violence occurred when the autos of some non-striking teachers were vandalized. By the sixth or seventh day, in spite of rallies held daily in an expensive arena, the strike had begun to come apart. Negotiations continued and when the School Board agreed to the ratio of 2 to 1, and agreed not to punish the striking teachers if they would work a longer day and more days in order to make up for lost educational time, the strike ended as abruptly as it had begun.

E. New York: "Fragrant Days in Fun City"

Article from Time, February 16, 1968, page 23, removed to conform with copyright laws.

00021

January 25/31: The Welfare State: Providing a Livelihood

TO THE TEACHER:

OBJECTIVES:

1. Given a series of readings on the problems of caring for the aged, students should be able to list these problems and be willing to discuss ways of solving them.

2. Given a series of descriptions about care of the aged in Colonial times and in recent times, the students should be willing to discuss the nature of care for the elderly and how it has changed.

(This lesson focuses on the Calendar question: When one does retire, are Social Security and private pensions adequate?)

PROCEDURES:

On the day before the lesson, duplicate pages two through six--enough for each student in the class.

Begin the lesson by distributing Part I - The Problem, pages two and three. Ask the students to read and to list the problem each reading focuses on. After about 15 minutes, have the students identify the problems and write their responses on the board (their responses should include loneliness, boredom, financial insecurity, physical ailments, poor care, inadequate care).

Now hand out Parts II and III. As they are reading, write these questions on the board and ask the students to use them to guide their reading (you might wish to duplicate these instead of writing them):

1. List four or more ways the aged were provided for in the Colonial Period.
2. List ways the aged are provided for today.
3. In what ways has the care of the aged changed by 1970? In what ways are they similar?
4. Would the Gray Panthers have been of any assistance to Thomas Leeds?

Use these questions as a basis for a discussion.

To conclude the lesson:

A. Ask the class if the solutions suggested in the Colonial Period solved the problems they had identified in the first part of the lesson. Why or why not?
B. Ask the class if the present day solutions solve the problems?
C. Direct a class discussion on the extent to which money can handle the problem: Should this money come through the Federal government, local governments, or private groups such as churches, families, Salvation Army, etc.? What are the limitations and benefits of these approaches.
D. Ask the class to suggest solutions to the problems.

PART I

CARING FOR THE AGED - THE PROBLEM

A. He was 64 and had suffered a series of fainting spells. The company said he was a risk and had forced early retirement. His wife died and the pride he felt went with her. He just didn't seem to care anymore. A few car accidents caused him to give up the car. And without Mildred, the house seemed ridiculously large so he moved into a small trailer. It had no running water. He used large jugs and plastic containers to store the water. His daughters invited him over for holiday and even non-holiday meals, but after one or two visits he refused to come. The doctor said he was an Alcoholic. He was found on the floor of his trailer. The operation revealed a blood clot that had been with him some time.

B. He divorced her after thirty-two years of marriage. Now she would qualify for welfare benefits. The nursing home cost $500 per month. The furniture had been sold long ago. His debt now was over $2,500. Happily, his sister took the younger children. He felt guilt about the divorce, but she, well she didn't even know about it. Dying of multiple sclerosis, she couldn't talk and couldn't understand.

C. About nursing homes: Care in nursing homes ranges from excellent to negligible. There are five major problems connected with nursing homes: 1. No other options are open to many older people. Very little housing exists for older people, and auxiliary aid for persons living in their own homes is often nonexistent. 2. Over 76 percent of the nursing homes are institutions operating for profit. One such operator made a profit of 44 percent. He received $400,000 yearly from Medicaid and spent 54 cents a day per patient for food. 3. Very few physicians enter geriatric medicine. The practice is not financially rewarding and it is depressing and undesirable. 4. Nursing homes must rely on untrained or inadequate staff. Aides are usually the least trained and the lowest paid yet their job brings them in the most constant contact with the patients. One administrator testified that he had only one nurse on duty for 130 or more patients. 5. Standards, if in existence, are not enforced. The states are the ones which interpret the laws and their surveillance of the homes has been very lax.

D. A report from a White House Conference in 1971: "Aged blacks are more than twice as likely to be poor as elderly whites. In fact, almost one half of all the older blacks are living below the poverty level index of $1,852 for a single person and $2,328 for a couple. That is only the average. Further findings indicate that almost one third of he elderly blacks had total annual incomes below $1,000.

- continued -

00022[illegible]

The black women living alone seem to be the largest groups of poverty victims--almost eight out of every ten of them would be judged poor or near poor."

E. From The Special Committee on Aging in the United States Senate: "Health care costs keep going up for all Americans. But for the older person the problem is compounded. He has only about half the income of those under age 65, but--even with Medicare--he pays more than twice as much for health services. He is doubly likely to have one or more chronic diseases than young people, and much of the care he needs is the most expensive kind. And, while costs go up, services available under Medicare and Medicaid go down--a process which was accelerated considerably in 1971."

F. Statistics: In 1900 there were 3.1 million people over the age of 65 in a population of 76 million, this was one person out of every 25; in 1970 there were 21.8 million people over the age of 65 in a population of 203 million, this was one person out of every 10.

PART II

CARING FOR THE AGED - THEN

A. Correspondence of Thomas Leeds and William Leeds (New Jersey, 1736-1737):

"Brother: ...As for myself, I am recovering of a bad looseness. It has carried (elements) of some other distempers, for I am very crazy, disconsolate,and childish; the latter I have always (been). (It) was so as I have been played upon all my life, but I hope my time in this world is short. I have still a mind... I had nobody this last sickness to tend me because it (would) have cost 12 shillings a week. Some (people) scare me by telling me I shall live 20 years longer, but (I) hope I shall not, for I am weary already and shall be except I get some (more) comfortable way of living than at present.... I am very poorly on many accounts. I am fallen backward 30 pounds in repairs (needed) in (my) house lot, wool shop, clothes, and bedding, and other things, which makes me afraid I shall outlive my estate.... My spirits are exceedingly low with this sickness.... Here some of our kindred would be glad to see you here, Cousin Ann especially.... Your Brother, Thomas Leeds."

B. Articles of Agreement between Jared Speck and Thomas Burr (Connecticut, 1686):

"...witnesseth that the abovesaid Thomas Burr...will from the day of the date hereof, so long as he shall live in this present world, maintain him the said (Jared) Speck with sufficient meat, drink, washing, and lodging, and clothing, and house room, and all other necessaries comely and convenient for such an ancient person, both in sickness and health, and at his decease to be at the charge of a comely burial according to the custom of the place.... All that was mine I give and grant to him, the abovesaid Thomas Burr...to hold, possess, and enjoy the...estate with all the profits and privileges.... And I do hereby grant to (the) said Thomas Burr full power and lawful authority to record the promises to himself and his heirs or assignees forever. For conformation hereof we have set to our hands and seals, this day and year above expressed. (Signed) Jared Speck and Seal, the mark of Thomas Burr and Seal."

Source: Remarkable Providences, 1600-1760 Edited by John Demos. George Braziller, Inc., New York, 1972.

C. From the Elizabethan Poor Laws (1647): "It is agreed and ordered by this present Assembly, that each towne shall provide carefully for the relief of the poor, to maintain the impotent, and to employ the able, and shall appoint an overseer for the same purpose."

D. Fundamental Laws and Regulations...for the relief of the Widows and children of clergymen in the Communion of the Church of England in America (1769): "The yearly contributions of the clergy, whose widows and children shall be hereby intitled to annunities, shall not be less than eight Spanish milled dollars, of the percent current weight, namely seventeen penny-weight and fix grains, nor more than twenty-four such dollars, or the value thereof, in current money of their province, where each contributor lives."

E. From the Rules of the Fellowship Society, at Charles-Town, South Carolina, April 4, 1762: "Thus to promote the good of mankind, is the design of the Fellowship Society, held at Charles-Town, in South Carolina; and by a small contribution from each member annually have acquired a considerable sum of money in fund, which they are desirous should be applied towards founding an Infirmary or Hospital, for the reception and relief of lunaticks, and other distempered and sick poor in this province."

F. In an earlier time, when most Americans lived on farms, the relatively few who reached old age simply stayed at home, inevitably working less and less but expecting and getting as their rightful due more and more care from their families.

PART III

CARING FOR THE AGED - NOW

A. Some statistics: Most of the population 65 years and above remain in some type of family setting. An increasing proportion maintain households of their own. Only one in 20 exists in an institution.

Approximately 70 percent of the elderly remain in the communities that they have known for most of their lives--and in the same homes. Rural areas retain lots of the aged homeowners. For example, Kansas has nearly 12% of the population over 65; Nebraska has as high as 23% in some counties. Many remain in small towns where they can live cheaply. Others settle in out-of-the-way places that are crime-free and friendly.

Many of the monied elderly have bought or leased property in the "retirement" communities. The population of one such community is 34,000 and its rules exclude anyone under 50. This community and similar ones have well-designed living accommodations. They conduct social programs such as dancing, crafts, swimming, bicycling. Some bar dogs and set a three-week limit on visits by children.

B. From Government brochures: Financial Assistance - "Consult telephone directories under 'U.S. Government' for the local Social Security office. If you are not eligible for railroad retirement, civil service or veterans' pensions, consult the state-administered Supplemental Security Income. Information is available through local welfare or social service agencies. Housing - The National Council on the Aging in Washington, D.C. publishes a directory of special housing for the elderly. Local housing authorities will also provide information on publicly sponsored low and moderate-income housing. Nutrition - The Federal Government has earmarked $125 million for nutrition programs for the elderly. Welfare offices or agricultural extension services will provide information on eligibility for the stamps and other nutritional aid. Health Care - Medicare is available for anyone eligible for Social Security benefits. Anyone who is eligible for welfare or old-age assistance is also eligible for Medicaid. Local welfare departments administer the program. Legal-Services - Local 'Gray Panthers' organizations and the National Council of Senior Citizens (Washington) will provide help if legal services are needed."

C. Several years ago, a group of oldsters formed an organization to agitate for better rights for senior citizens. They called themselves, "The Gray Panthers." The driving force behind the group is a retired Philadelphia social worker, Maggie Kuhn. She wants other Americans to alter their attitudes towards the aged and feels one of the best ways is through the political process. The aged represent a sizable number of voters and it is the age group over 65 which is more likely to register and vote--a fact that many politicans are coming to realize. As Miss Kuhn said, "Most organizations tried to adjust old people to the system and we want none of that. The system is what needs changing."

D. Many Americans have neither the room, the time, the patience, nor the skills to care for their aging relatives. For them the answer has been placing the elderly in one of the 23,000 nursing homes across the country. The sponsorship of such homes is as varied as the number. Some are supported by churches, others by communities, and others by private operators.

February 1/7: Enjoying the Fruits of Labor

TO THE TEACHER:

OBJECTIVES:

1. Students should be able to make accurate statements about the changes in the "fruits of labor" in America in the last 200 years.

2. Students should be willing to each make a contribution to a discussion centering on the question: Why do you or will you work?

3. Each student should be able to make a statement about the consequences of the changing "fruits of labor."

PROCEDURES:

Begin the period by asking the question: Why do you work? If some of the students have no work experience, tell them to project themselves into the near future when they might be holding a job. As the question is answered, record the ideas in abbreviated form on the chalkboard.

Urge the students to give you concrete answers. If, for example, a student says that he will work for money, come back with the question: Money for what? Or, if he says that he will work because he has to, come back with the question: Why? If he should say that he will work to gain leisure time (work so that he doesn't have to work), have him be more specific about his intended use of the leisure time. Work this question over until nearly everyone in the class has had an opportunity to participate, but try to use less than 15 minutes.

Next, provide time for the students to examine the data on pages two to eight you have reproduced for the period. Students should make a list of the answers which they get when applying the question: Why did they work? to the data pieces.

When you think that the majority of students has had an opportunity to study the data, reconvene the entire class and record the ideas in "time-period" columns on the board. The columns should parallel the divisions of data: i.e. before 1840's, 1840-1900, and 1940 to the present.

Close the class period by dealing with the following kinds of questions.

1. What general trend can you see in the "fruits of labor?"
2. What does that trend lead you to say about life in America over the last 200 years?
3. In what ways is your list different from those of the past?
4. What might be the consequences of the changes you have noted? In values? In new jobs? In the kinds of organizations which exist in a society?
5. What will be the "fruits of labor" in the year 2000?

00028

GROUP #1 - TO 1840
A.

"AN INVENTORY OF THE ESTATE OF JOHN SMITH,
MILLER OF THIS TOWN OF PROVIDENCE,
DECEASED" (1682)

Inventory removed to conform with copyright laws.

00023

(Source: Remarkable Providences 1600-1760, Ed. John Demos. George Braziller, N.Y., 1972.)

B.

Immediately before the house was a small potatoe garden, with a few peach and apple trees. The house was built of logs, and consisted of two rooms, besides a little shanty or lean-to, that was used as a kitchen. Both rooms were comfortably furnished with good beds, drawers, etc. The farmer's wife, and a young woman who looked like her sister, were spinning, and three little children were playing about. The woman told me that they spun and wove all the cotton and woollen garments of the family, and knit all the stockings; her husband, though not a shoemaker by trade, made all the shoes. She manufactured all the soap and candles they used, and prepared her sugar from the sugar-trees on their farm. All she wanted with money, she said, was to buy coffee, tea, and whiskey, and she could "get enough any day by sending a batch of butter and chicken to market." They used no wheat, nor sold any of their corn, which, though it appeared a very large quantity, was not more than they required to make their bread and cakes of various kinds, and to feed all their live stock during the winter

Table on "Percentage Allocation of Expenditures by American Families, 1850-60 and 1935-36" removed to conform with copyright laws.

(Source: The Standard of Living in 1860. By Edgar W. Martin, University of Chicago Press, Chicago, Ill. 1942.)

Removed to conform with copyright laws.

(Source for B,C, and D, above: The Standard of Living in 1860. By Edgar W. Martin, University of Chicago Press, Chicago, Ill. 1942.)

ENJOYING THE FRUITS OF LABOR:

GROUP #3 - 1940 - 1975

A. PERSONAL CONSUMPTION EXPENDITURES: 1950 and 1972

(In billions of dollars, except percent. 1950 figures exclude Alaska and Hawaii. Represents market value of goods and services purchased by individuals and nonprofit institutions. . . .)

TYPE OF PRODUCT	1950	1972
Total consumption	191.0	726.5
Food, beverages, and tobacco	58.1	157.9
Purchased meals, beverages	11.1	33.3
Food (excl. alcoholic beverages)	46.0	125.0
Alcoholic beverages	7.9	20.3
Tobacco	4.3	12.6
Clothing, accessories, and jewelry	23.7	72.7
Women's and children's	10.0	34.5
Men's and boys'	6.0	18.6
Jewlry and watches	1.3	4.6
Shoes, and shoe cleaning and repair	3.5	9.6
Personal care	2.4	11.1
Housing	21.3	105.5
Household operations	29.5	104.8
Furniture, equip., and supplies	16.6	53.3
Electricity	2.1	12.3
Gas	1.2	6.2
Telephone and telegraph	1.9	12.2
Domestic service	2.6	5.0
Medical care expenses	8.8	57.4
Personal business	6.9	41.2
Transportation	24.7	100.2
User-operated transportation	21.9	93.9
Purchased transportation	2.8	6.2
Recreation	11.1	47.8
Private education and research	1.6	12.0
Religious and welfare activities	2.3	10.1
Foreign travel and other, net	.6	5.7
Percent	100.0	100.0

(Source: U.S. Bureau of Economic Analysis, "The National Income and Product Accounts of the United States, 1929-1965;" Survey of Current Business, July issues; and unpublished data.)

00033

GROUP #3 - 1940 - 1975

B. ANNUAL COSTS OF BUDGETS AT THREE LEVELS OF LIVING FOR A FOUR-PERSON FAMILY, URBAN UNITED STATES, SPRING 1969.

Item	West		
	Denver, Colo.		
	Lower	Intermediate	Higher
Food	$1,691	$2,118	$2,743
Food at home	1,464	1,788	2,162
Food away from home	227	330	581
Housing: Total[4]	1,517	2,110	3,433
Renter families[4]	1,517	1,636	3,474
Homeowner families[4]	-	2,468	3,426
Shelter[5]	999	1,751	2,307
Rental costs[6]	999	1,277	2,347
Homeowner costs[7]	-	1,909	2,300
Housefurnishings	160	321	568
Household operations	158	238	433
Transportation: Total[8]	466	872	1,069
Automobile owners	628	872	1,069
Nonowners of automobiles	166	232	-
Clothing	676	933	1,314
Husband	174	220	293
Wife	137	227	364
Boy	171	218	234
Girl	134	193	252
Clothing materials and services	58	75	171
Personal care	168	226	324
Medical care: Total[9]	514	518	533
Insurance	265	285	306
Physician's visits	134	133	103
Other medical care	297	301	305
Other family consumption	523	603	1,017
Reading	55	76	106
Recreation	304	285	558
Education	55	70	78
Tobacco	14	13	19
Alcoholic beverages	59	59	92
Miscellaneous expenses	36	90	164
Cost of family consumption: Total[10]	5,155	7,580	10,439
Renter families	5,155	7,106	10,479
Homeowner families	-	7,738	10,432
Other costs	274	422	754
Gifts and contributions	154	262	514
Life insurance	120	160	240
Occupational expenses	57	90	95
Social security and disability payments	306	374	374
Personal taxes: Total[10]	579	1,271	2,433
Renter families	579	1,141	2,433
Homeowner families	-	1,314	2,433
Cost of budget: Total[10]	6,371	9,737	14,095
Renter families	6,371	9,133	14,135
Homeowner families	-	9,938	14,088

(Source: U.S. Department of Labor, Bureau of Labor Statistics; 3 Budgets For an Urban Family of Four Persons 1969 - 70. Supplement to Bulletin, 1970 - 75.)

00034

"The Business of America. . ."

February 8 through March 6, 1976

February 8/14: Private Enterprise in the Marketplace

TO THE TEACHER:

OBJECTIVES:

1. After participating in a brief exercise in which they make decisions dealing with the competitive market, students should be able to make several accurate statements about the advantages and disadvantages of the competitive system.

2. Students should be able to relate two brief readings to the experiences derived from the exercise.

PROCEDURES:

Each of the pages of this unit must be reproduced prior to the introduction of the unit itself -- one copy of each page for each student in the class.

The first two-thirds of the class period is devoted to a three part exercise. The first part is very brief and requires the entire class to participate, while the second and third parts employ smaller subgroups.

In the last third of the class period (Part IV), the lesson uses two short readings and asks students to relate these readings to the previous exercises dealing with the competitive market system.

Instructions for Use of the Three-Part Exercise

Part I, #1. Most students should decide to invest $20,000 in manufacturing the derailers and then put $20,000 in the bank at 9% for an over all return of 14½% on their capitol.

Part II Note: If each of the five firms independently decided to invest $20,000 in manufacturing, industry totals would be:

a) fixed capital investment $100,000,
b) quantity produced and offered for sale 10,000
c) price per unit to consumer $4
d) total income $40,000
e) unit cost per product $4
f) total cost of products $40,000
g) total profit = 0

Theoretically this is what is supposed to happen under conditions of perfect competition. In reality, of course, firms will leave the industry as soon as they can sell off their fixed capital if no profit is earned.

Part II (Con't)

Questions 1 - 3 are answered by the above remarks.

Question 4: The consumer obviously benefits from having a large supply at a low price.

Question 5: Above certain levels of production, raw materials and labor costs go up because both grow scarcer.

Question 6: It leaves capital, which could only be employed at a loss in further production in this industry, available for investment elsewhere.

Part III

Question 1: If students understand the preceeding parts of the exercise they will agree among themselves to reduce the amount produced so as to be able to sell the product at a higher price and make positive profits. This will also result in greater interest earnings because of larger bank deposits.

Question 2: Obviously the investors benefited and the consumers were hurt.

PART I

You are all members of a firm which is producing a new product -- an improved and simple bicycle derailer. Your firm is rather small and has up to $40,000 to invest in production of the derailer. Study the following chart for a few minutes and make a decision on the amount of money you should invest in your manufacturing in order to obtain the highest rate of return on your invested capital.

You can obtain 9% interest simply by depositing all, or any part of, your capital in a bank.

Investment Table

Fixed Capital Investment	Capital Per Unit Produced	Quantity Produced	Price Per Unit to Consumer	Total Income	Unit Cost of Production	Total Cost of Production	Total Profit
$10,000	20	500	$10.00	$ 5,000	$8.00	$ 4,000	$1,000
15,000	15	1000	6.50	6,500	4.50	4,500	2,000
20,000	10	2000	6.00	12,000	4.00	8,000	4,000
30,000	12	2500	6.00	15,000	5.00	12,500	2,500
40,000	10	4000	5.00	20,000	4.00	16,000	4,000
100,000	10	10000	4.00	40,000	4.00	40,000	0
200,000	10	20000	3.00	60,000	5.00	100,000	-40,000

Question to consider:

1. How much of your total capital should you invest in manufacturing, and how much of it should you put in the bank, in order to maximize your overall rate of return?

PART II

In this exercise the class will be divided into five firms (A,B,C,D,E) each with up to $40,000 to invest in the production of goods. Your firms are all in a competitive economic system. You are still seeking to achieve the highest rate of return on invested (or deposited) capital for your firm and its stock holders. The marketing experts in your firm have produced the Investment Table (used in PART I) as a guide in your decision-making. Today, as you meet with the other members of your firm's planning section, you must make a decision about how to spend the $40,000 dollars you have available to you. Remember what your goal is. You cannot talk or negotiate with the other four firms that are now producing the same product that you are.

Write your decision on a slip of paper and turn that slip in to your teacher.

At this point your teacher will record each of the five decisions on the chalkboard, and by adding them together the class can see how much of the capital of all five firms has been invested in manufacturing, how many units will be offered for sale by the industry, what price that will bring, and what profits, if any, that will yield to each of the firms.

QUESTIONS

1. Did each of the five firms reach the same decision about how much to invest in manufacturing and how much to deposit in the bank as did the single firm in PART I? Why?

2. At what price does the whole industry have to sell the total production of all five firms?

3. What happened to profits when the firms have to sell at this price?

4. Does the consumer benefit by having this kind of competition?

5. Why do you think the unit cost goes up from the 100,000 quantity production level to the 200,000 level?

6. What is the advantage to society of not using the entire $200,000 to produce the bicycle derailer?

7. If this were the real world, what other things could your firm do to increase its profits?

PART III

Stay in your five groups; use the same Investment Table. In this part of the exercise you may move around the room, make any deals you wish, talk with anyone you wish. You have five minutes.

Questions to consider:

1. What would you do differently in this last part? Why?

2. Who benefited from your decisions? Who was hurt?

3. Is it better for society to have the kind of competition represented in PART II or to allow the kind of agreements among firms which may have been reached during PART III?

PART IV

Now, take a few minutes to read the following short excerpts and prepare to relate the ideas expressed in each to the brief exercise in which you have just participated.

Reading A

Adam Smith did not live in America, but he did write in England at the time of the American Revolution and his ideas have very much influenced American thought for the last 200 years.

In his classic book, An Inquiry into the Nature and Causes of the Wealth of Nations (1776), Adam Smith stated that it was natural instincts which would cause economies to progress. In his view, self-interest was the real motivator of economic growth. He wrote: "It is not from the benevolence of the butcher, the brewer, or the baker, that we expect our dinner, but from their regard to their own interest." If consumers would want say, more shoes than are being produced, they will pay high prices and the shoemakers will earn high profits. These profits will attract other investors into building more shoe factories. Now, if they wind up turning out more shoes than the consumer is willing to buy, at prevailing prices, then the prices and profits will fall. The capital will now flow into some other area where consumers are buying -- books for example. Inefficient businessmen would be wiped out by competition which would reward those who could turn out the most goods at the lowest prices. Thus society will be benefitted by the fullest and most efficient use of all the capital available to its members, which use will result in low prices and low profits, even though each individual investor is seeking to maximise his profits.

Questions for Reading A:

1. What advantages does Adam Smith see in the capitalistic, competitive economic system which he describes?

2. What did you find in the previous exercise that Adam Smith tended to overlook or fail to see?

Reading B

Below you will find four statements about four Acts passed by Congress. Notice the dates.

1. Sherman Act (1890) Section 1 outlaws restraint of trade by agreements, combinations and conspiracies.
   Section 2 outlaws monopolies.

2. Clayton Act (1914) Section 2 talks about the lessening of competition or trends toward monoply. The act was designed to increase competition and reduce monopoly.

3. Federal Trade Commission Act (914) Declares that unfair methods of competition and unfair or deceptive acts are unlawful.

4. Robinson-Patman Act (1936) Refers to destroying competition or eliminating a competitor and makes such unlawful.

Questions for Reading B:

1. What does Reading B tell you about competition in America?

2. How would Adam Smith feel about the Acts described?

3. What would happen if we should abolish competition altogether?

4. Is it right to have competition within the U.S. but little or no competition between the U.S. and foreign nations?

5. What connection can you see between Reading B and the activity you participated in during this class period?

February 15/21: Empire Building: Cornering the Market

TO THE TEACHER:

OBJECTIVES:

1. After examining a number of statements, and other data on the pros and cons of bigness in business, students should be willing to discuss and make their own statements on: a. the strengths and advantages of big business; and b. the weaknesses and disadvantages of big business.

2. After examining the class' statements about bigness in business, a student should be able to state his own position on this problem.

(This lesson focuses on the Calendar questions: As they did, what was happening to free and competitive trade? How competitive are most American industries today?)

PROCEDURES:

On the day before the lesson, duplicate all of the remaining pages. Hand out "The Role of Big Business in Achieving National Goals" (pages two and three) and ask the students to prepare a list of arguments used by the speaker to defend "bigness."

Begin the lesson by asking the students for the arguments they identified in the homework assignment. List these on the chalkboard. Then place on the board the following chart headings: Step I - Agree, Against, Undecided. Now poll the students as to their reaction to the arguments presented in the assignment. Mark these on the board under the appropriate headings.

Tell the class it will receive additional information--both pro and con--on bigness in business. Students are to arrange the statements and other data according to the position towards bigness in business (whether for or against). Then they should identify additional arguments in favor of the big business and also identify the arguments against big business. Once the students understand the directions, organize them into five or six groups, hand out the remaining statements and begin the exercise.

After approximately 15-20 minutes, ask the groups for any additional arguments in support of big business; list these on the board. Do the same with the arguments against big business. When the lists are complete, ask the class to examine them and to form an opinion as to whether they agree, or are undecided. Give the groups a few minutes to discuss their ideas. Then poll the class a second time as to reaction and mark these on the board (under Step II).

Conclude the lesson by noting any difference between the poll taken in Step I and that taken in Step II. Have the students give their reasons for changing their votes or remained the same. Ask for volunteers to give a summary statement in favor of bigness and a summary statement against bigness.

1. "The Role of Big Business in Achieving National Goals."

An address by Randall Meyer, President of Exxon Company at Florida State University Presidents Lecture Series, November 26, 1974, pp. 4-5; copies of the speech are available from Public Affairs Department, P. O. Box 2180, Houston, Texas 77001.

"The facts are that the United States neither is, nor is becoming, a 'big business' economy...in relative size and power, big business has been declining. Economist Victor Fuchs...has said: 'Most people do not work and have never worked for large corporations; most production does not take place and never has taken place in large corporations....'

"...the scale of corporate operations has increased in response to the scaling up of the economy--just as government, labor, and other institutions have also increased in size. Therefore, many of the bigger U.S. companies have grown much larger--but not relatively larger in the context of the total economy.... The numbers of companies in each group--large, medium, and small--have expanded at approximately equal rates.

"By far the vast majority of corporations are small businesses. In fact, the dominant change in business since World War II has been a great infusion of new and small companies....

"Neither is the American spirit of individual enterprise disappearing under competitive pressures from big business. On the contrary, as large a proportion of working Americans now work for themselves as did in 1945.

"...In 1899, Standard Oil Company (New Jersey) controlled 82 percent of the nation's refining capacity. In 1900, American Sugar Refining made virtually all the sugar in the country, and International Harvester produced 85 percent of the nation's harvesting machines. In 1902, National Biscuit controlled 70 percent of the biscuit output, U.S. Leather accounted for more than 60 percent of leather products, and International Paper produced 60 percent of all newsprint.

"In contrast, these and virtually all other industries are much less concentrated today. For example, although the U.S. petroleum industry has been charged frequently with being monopolistic in character, in fact no single oil company controls more than 10 percent of any segment of the industry. Exxon USA, the largest domestic petroleum company, holds less than 10 percent of total crude oil production, less than 9 percent of domestic refining capacity, and supplies less than 8 percent of the total gasoline sold in the U.S.

"Critics contend that big businesses are not subject to normal economic forces. Yet the big corporations are in reality a changing group. Of the 100 largest industrial corporations in 1909, only 36 remained on the list in 1948. Of the top 100 corporations in 1948, only 65 continued to hold that ranking in 1968. In every generation, substantial changes have occurred among the big companies. For example, the period from 1948 to 1968 saw the emergence of large aerospace and conglomerate companies--and the disappearance from top ranking of many tobacco, motion picture, and merchandising firms. Great size or market position do not guarantee immortality.

"Basically, the tasks to be done dictate the size of companies. Large tasks require

(continued)

the accumulation of large aggregations of capital, physical, and human resources. One efficient way to bring together these resources is to build a large company, thus gaining the advantage of economies of scale. It is important that the nation have such enterprises to undertake big projects in a socially responsible manner. Although small companies are essential, and always will be, our country is far beyond the point where small companies alone can accomplish the major tasks involved in meeting the needs and aspirations of people.

"Some projects are so big that no single company, however large, can undertake them. For example, only a consortium of companies could possibly afford to build the Trans-Alaska pipeline at a cost of some $6 billon. Only they--or the government. Although the government could undertake such a project, private enterprise can do the job much more efficiently.

"Size is a requirement in certain other aspects of petroleum operations as well. For example, to use a floating drilling rig to explore offshore for oil for one year costs about $15 million. To construct a production platform to operate in 850 feet of water costs from $50 to $60 million. And to construct a new 250,000-barrels-per-day oil refinery in the U.S. costs upwards of $500 million.

"Yet while big organizations are needed to finance and accomplish the largest jobs, the U.S. petroleum industry is at the same time characterized by literally tens of thousands of smaller companies engaged in exploration, production, refining, service, supply, and marketing activities--about 40,000 individual companies all told. Small and medium-sized companies are just as essential to the health of the oil business as big ones; each performs different combinations of tasks or the same tasks on a different scale."

Additional Statements section removed to conform with copyright laws.

(Source: People's Bicentennial Commission, Common Sense, 1975.)

February 22/28: Subsidizing and Regulating: Controlling the Economy

TO THE TEACHER:

OBJECTIVES:

1. Students should be willing to read and discuss several examples of subsidizing which have occurred in the present and past.

2. Students should be able to establish some criteria by which they can judge the validity of subsidies.

(This lesson focuses on the Calendar question: Are subsidies a proper function for government?)

PROCEDURES:

Open the period by asking the students to briefly study the two cartoons which introduce the lesson. Then move to the discussion questions which follow the cartoons. During the discussion, point out that they are really discussing the merits of subsidies, or government help given to groups or individuals.

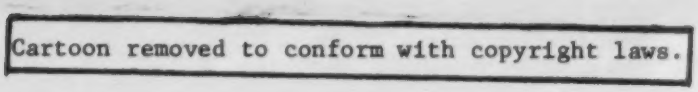
Provide time for the students to study the ten descriptions of subsidy programs which were or are a part of the American scene. The tenth case is hypothetical and has no date so that it will not be confused with the actual cases. After a majority of the class has had time to consider the cases and make a decision whether this is the kind of thing that the government should or should not do, put the students in groups of four or five and ask them to come to agreement about the same question within the groups.

Close the period by working with the entire class in an attempt to reach some kind of consensus about each of the programs. As a closing question, ask the class to establish some guidelines, through discussion, about when subsidies should and should not be given to groups or individuals by any level of government. The discussion should probably get around to whether the subsidy will increase or decrease competition, whether it would do something that could not otherwise be done, whether it is a legitimate part of the defense effort, or whether it meets some humanitarian need.

You may wish to raise other analogous cases, in the later stages, to cloud the issue. Two hypothetical cases are suggested below:

a. A major American city, about to go "broke," has asked for a subsidy from the federal treasury in order to keep going, to meet its payrolls, to provide for welfare programs, to protect the people, to keep the city clean, etc. The mayor has argued that the people pay enough taxes, but too much is taken by the state and federal government and too little comes back to the city. The Federal government pointed out that complying with this request would force it to do the same for all cities.

b. One of the best ways to keep the streets of early American cities clean was to allow nearby farmers to let their pigs eat the garbage that accumulated in the streets. Farmers were willing except that it meant added expense to them since they had to hire additional herders, diets were uncontrolled, the pigs often ate harmful substances, and the pigs did not seem to put on weight as rapidly as they did on the farms. The farmers asked that the cities subsidize any farmer who was willing to do this service for the city.



----from Herblock's State of the Union (Simon & Schuster, 1972)

QUESTIONS:

1. What do you think is the point of each cartoon?

2. In cartoon "B" the government has provided aid for the Lockheed Aircraft Corporation. Should the government provide aid for the pants presser?

3. Look at cartoon "A." What justification can you think of for giving government aid to the farmers in this cartoon or the aircraft industry in the other cartoon?

4. What negative results might there be?

5. Should the government provide generous funds for the farmworker? Why? Why not?

SUBSIDIES - CASES

Now that you have begun to settle in your own mind what the role of the government should be in the growth or development of this country, we would like to have you consider the following short descriptive passages. Decide whether you think this is the kind of thing the government should do or should not do. Be prepared to defend your position.

1. 1862-The Homestead Act passed Congress, became a law and made it possible for any United States citizen or one seeking citizenship, to obtain 160 acres of land in the west. The land would be free to anyone who would live on and improve that land. The act drew thousands from the east to the west in search of the free land, encouraged immigration, and industrial development.

2. 1823-1871-The United States government gave away nearly 150,000,000 acres of public land to the railroads, canal companies and road builders. The growth of canals, railroads and roads encouraged the development of new lands, easy access to major urban centers of trade, greater foreign trade, more tax revenue, and the growth of industrial giants who could manipulate markets and business.

3. 1829-A private company asked for federal funds to help construct the Maysville Road, a 60 mile turnpike in Kentucky. It was to be an extension to the south and west of Zane's Trace, a pioneer route across Ohio, by which many families had moved into the frontier. Soon, it was thought, the Maysville Road would serve as an avenue by which goods could be shipped from the frontier regions to the more established areas thereby encouraging the movement of people and establishment of new businesses and farms.

4. 1930's-A rapid expansion of technology used on the farm created surpluses of food and lower prices for many things produced by the farmer. The federal government paid farmers not to plant crops thereby reducing the supply and increasing the prices farmers would receive. Farm prices did go up and many farmers avoided bankruptcy. Of course, the price city dwellers paid for food was also increased.

5. 1933-The United States government loaned China $10,000,000 with which to buy surplus American wheat. As a result the surpluses of wheat in the north-western part of the United States were reduced, prices went up and farmers there were able to pocket more than $3,000,000. Without the loan from American taxes to the Chinese people the deal could not have gone through.

6. 1936-A law was passed which granted a yearly amount on the average of $400,000,000 to the merchant marine which builds, sails and mans ships. It is not a uniformed service like the Army or Navy but a private, commercial operation. Since the passage of the subsidy law, the merchant marine has received nearly $4 billion. In spite of the subsidy, America's percentage of the foreign trade carried on the water has dropped from 48.7 percent in 1921 to 7.3 percent in 1967. Investigations indicate that much waste and corruption result from the subsidy. Because the merchant marine is supported by the government, in time of war the entire fleet of ships can be turned over to the government for its use.

7. 1950's-President Eisenhower, in talking about the 90 percent federal contribution to highway construction in support of the interstate highway system, justified the contribution by saying that it was good for the national defense. The new interstate highways would provide avenues of escape from the major cities in case of an enemy attack. Many people benefited from the interstate system including construction companies, land developers, the automobile industry and suburbanites among others.

8. 1961-Congress passed a bill which granted $11 million for research into a Super Sonic Transport (S.S.T.). Two years later another $20 million was voted for the same purpose. The United States knew that other nations were engaged in the same kind of research and there were some concerns in this country that the aircraft industry was in economic difficulty.

9. For the past decade or so, fishermen along both seacoasts have been agitating for some sort of Government subsidy. They argue that huge fishing fleets from foreign countries--notably, the U.S.S.R. and Japan--have been scouring the fishing beds off of our shores. With their modern fishing equipment including sonar to locate schools of fish and at-the-sea processing and canning factories, the foreign fleets enjoy a tremendous advantage over U.S. fishermen. And their fleets are government supported! The only way to compete effectively, the fishermen argue, is for the government to provide money.

10. A proposal has been made to guarantee that migrant farm workers' family incomes do not fall below $7,000 per year. In other words, if a farm worker's family can make only $5,000 in a year, the government will provide him with $2,000 to get the family up to the $7,000 level. In this way his family can afford to buy more things and maintain a higher standard of living.

February 29/ March 6: Selling the Consumer

TO THE TEACHER:

OBJECTIVES:

1. Students should be able to make some accurate statements about the changes in methods and means of selling the consumer in America in the last 200 years.

2. Each student should make at least one contribution to a discussion involving the ethics of some advertising practices.

(This lesson focuses on the Calendar question: To what degree does advertising...determine our taste and influence our goals?)

PROCEDURES:

On the day before the lesson, duplicate each of the following pages (3 - 7) six times. Every student in class will receive one of the pages on Historical Ads. The overnight assignment is for the student to: a. identify the theme (what the advertisement is selling) in each of the ads found on the take-home pages; b. locate a modern day ad with a similar theme (from a newspaper or magazine), and cut it out to bring to class; C. locate one modern ad which has a different theme; d. locate a modern ad which the student feels is obnoxious or questionable. The students are to bring all of these ads to class the next day.

Begin the lesson by asking the students what themes they identified in their take-home Historical Ads. List these themes on the board (The list should include the selling of land, people, products, business ventures).Then ask for the themes they located in modern ads and place these on the chalkboard. Have the class compare the two lists. Which themes have prevailed, which have dropped, why have changes occurred?

Now ask for four or five students to volunteer to pass around the ads they consider obnoxious or questionable and to explain why they feel that way. When they finish, ask the class to identify the Historical Ads they feel are questionable and/or obnoxious and why.

For the next part of the exercise, place the students in groups of five,constituting each group so that it has all five pages of the Historical Ads. Allow a few minutes to examine the other ads; then ask the students to answer the following questions: In what ways has advertising changed in technique and content over time? What do the advertisements suggest about America over the last 200 years? Are there things which should not be sold? Should there be limitations on selling? Give the groups some time to arrive at answers then conduct a discussion based on the questions.

If time permits, you may wish to use the following questions to conclude the lesson: a. Should Americans be encouraged to buy large automobiles if the

world's supply of fuel is in danger? b. Should harmful products be advertised such as liquor or cigarettes? c. At a time when the earth's resources are being depleted, should advertising encourage people to purchase disposable goods such as diapers, lighters, paper plates and cups?

HISTORICAL ADVERTISEMENTS

A. From the NEWS-LETTER (Boston), of May 15-22, 1704:

Captain Peter Lawrence is going a Privateering from Rhode Island in a good Sloop, about 60 Tons, six Guns, and 90 men for Canada, and any Gentlemen or Sailors that are disposed to go shall be kindly entertained.

B. From the NEWS-LETTER (Boston), of June 5-11, 1704:

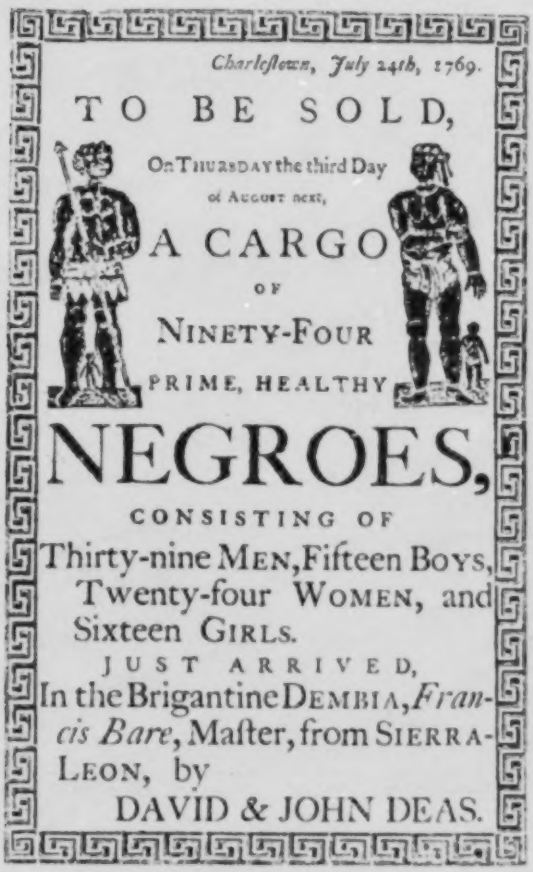
Two Negro men and one Negro Woman & Child to be Sold by Mr. John Colman, Merchant, to be seen at Col. Charles Hobbey, Esq., his House in Boston.

A Negro Woman about 16 years Old, to be sold by John Campbell, Postmaster, to be seen at his House, next door to the Anchor Tavern.

C. From the NEWS-LETTER (Boston), of May 8, 1704:

At Mr. John Miro, Merchant, his Warehouse upon the Dock in Boston. There is to be Sold good Cordage of all Sizes, from a Spurn-yarn to Cables of 13 inches, by Whole-sail or Retail.

D.



Charlestown, July 24th, 1769.

TO BE SOLD,

On THURSDAY the third Day of AUGUST next,

A CARGO OF

NINETY-FOUR PRIME, HEALTHY

NEGROES,

CONSISTING OF

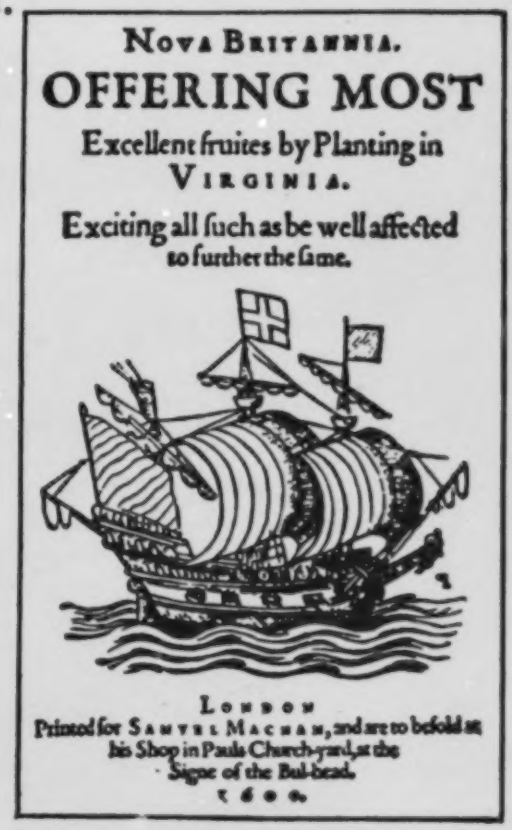
Thirty-nine MEN, Fifteen BOYS, Twenty-four WOMEN, and Sixteen GIRLS.

JUST ARRIVED,

In the Brigantine DEMBIA, *Francis Bare*, Master, from SIERRA-LEON, by

DAVID & JOHN DEAS.

E.


NOVA BRITANNIA.
OFFERING MOST
Excellent fruites by Planting in VIRGINIA.
Exciting all such as be well affected to further the same.
LONDON
Printed for SAMVEL MACHAM, and are to be sold at his Shop in Paules Church-yard, at the Signe of the Bul-head.
1609.

ADVERTISING AMERICA TO ENGLISHMEN IN 1609

F. Come to the Garden of the West! Come to Kansas! Come to Minnesota! Come to Nebraska, the Great Platte Valley. Purchasers, their wives and children carried free in our elegant day coaches. Red River Valley Lands. Homeseekers! A farm for $3 per Acre. Every Farmer, Every Farmer's Son, Every Clerk, Every Mechanic, Every Laboring Man Can Secure a Home. (1870's)

G.

H.

DR. SCOTT'S
ELECTRIC
GIRDLE FOR MEN.
Professional men affirm that there is hardly a disease which Electricity and Magnetism will not benefit or cure.
Dr. W. A. HAMMOND, of N. Y.,
late Surgeon-Gen. of the U. S., an eminent authority, publishes almost miraculous cures made by him with these agencies.
ELECTRIC GIRDLE
FOR MEN.
Most of the above Remarks apply equally to
The Electric Girdle for Gentlemen. It is a long felt want, possessing wonderful curative powers and life-giving properties. The debilitated particularly should wear them at once, and those now enjoying robust health should also wear them as a preventative of disease. They brace up and invigorate the whole system, and their vitalizing influence is quickly felt.

I.

$100

PHAETON.

Three Springs: two 3-leaf, 34x1¼ inch back, one 3-leaf, 36 x 1¼ inch front; *coach axles;* wheels 40 x 48; wood or patent hubs: 1 inch axle; steel bow tops, with leather roof and side curtains, leather quarters, back stays, and *back curtain;* plain black painting on bodies, fine line stripe on gear; *cloth backs and cushions,* lamps, and Fenders.

These Phaetons are hung low, are very roomy, and are specially adapted to persons requiring comfort and ease in riding. We know of no vehicle built for same price worthy of comparison. Guaranteed to be all as represented. Will be delivered Free on board cars, New York. Terms cash. Reasonable credit given to responsible parties desiring to buy on time. Address

THE EDMISTON & WADDELL COMPANY, Brooklyn E. D., N. Y.

J.

SMOKE MARSHALL'S
PREPARED CUBEB CIGARETTES,

For Catarrh, Cold in the Head, Asthma, Hay Fever, Throat Diseases, &c.

Sold by all Druggists; or send 25 cents for sample box by mail, to

JAMES B. HORNER, 59 Maiden Lane, New York, U. S. A.

K.

KING TOILET PACKAGE!

When one sheet is used another presents itself. Most economical and convenient package made. For sale by Druggists and Paper Dealers. Samples sent express paid for $1.00 as follows: New England and Middle States 5 packages with one holder. Other States 4 packages and one holder. Each package guaranteed 800 sheets.

MORGAN ENVELOPE CO.,
Springfield, Mass.

L.

FITS CURED.

Dr. Brown's great prescription for **Epilepsy** having now been tested in over 10,000 cases without a failure, he has made up his mind to make the ingredients known to all sufferers free of charge.

Address **Dr. O. PHELPS BROWN,**
21 Grand Street, Jersey City, N. J.

CONGRESS WATER.

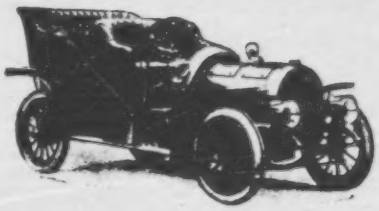
Superior to all. Cathartic, alterative. A specific for disorders of the stomach, liver, kidneys, eczema, malaria, and all impurities of the blood. Avoid crude, harsh waters, native and foreign. Such waters are positive irritants and impair the digestive organs and kidneys. None genuine on draught.

Q.

MOST ECONOMICAL IN UP-KEEP

THE

ROYAL



TOURIST

$3000.00

32-38 H. P.—2,500 lbs.

Direct Shaft Drive, 3 Speeds Forward, Perfect Control, Positive Automatic Lubrication, Guaranteed Deliveries.

Write Dept. K. for Catalogue

ROYAL MOTOR CAR CO., CLEVELAND, OHIO

[1905]

R.

NO PNEUMONIA!

RECOMMENDED BY PHYSICIANS.

IN ORDERING GIVE CHEST MEASURE.

Medicated Under Vests, Price, $10.

The above is a correct representation of our **Medicated Under Vest,** to be worn next to the skin, and which has proven itself to be the very **Perfection of Prevention from Pneumonia.** The outside is of fine, light or medium weight felt, with woolen lining of material such as will allow the medicated powder, a thin layer of which is quilted in, to come in contact with the skin in such fine quantity as to keep up a very gentle and pleasant counter irritation, keeping the skin in a most delicious and healthy glow and the internal organs in that healthy and vigorous condition which is the **Only Safeguard Against Disease.**

NEW YORK HEALTH AGENCY

285 BROADWAY, NEW YORK.

Sent by Mail on receipt of price. Send for Circular.

S.

GENTLEMEN'S

BOSTON GARTER.

An exceedingly useful invention, without which no gentleman's dress is complete, especially during the summer months, when low shoes are worn, and when it is indispensable to one's comfort and neat appearance to have the stocking fit smoothly about the ankle and the slack of the drawers kept confined at the knees, all of which the Boston Garter accomplishes.

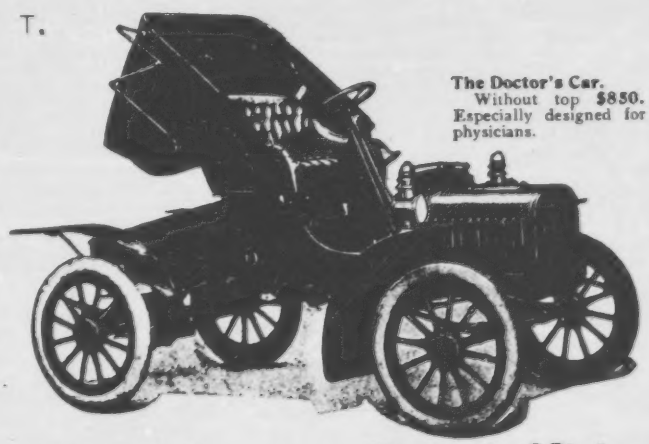
For Sale by all the leading Gents' Furnishing Houses, or Sample will be sent by mail, postage prepaid, on receipt of price.

COTTON, 25c. per pair; SILK, 75c. per pair; SILK (*with pair Sleeve Elastics to match, clasps handsomely nickeled and polished*), $1.25 per set.

Remit by P.O. Order or registered letter. *Mention this paper.* Address

GEORGE FROST & CO., 289 Devonshire St., Boston.

T.



The Doctor's Car.
Without top $850.
Especially designed for physicians.

Ford Motor Company, Detroit, Mich.

Canadian trade supplied by the Ford Motor Co. of Canada, Ltd., Walkerville, Ont.

America in the World

March 7 through April 3, 1976

March 7/13: The American "Dream" Among Nations

TO THE TEACHER:

OBJECTIVES:

1. Given several statements by American spokesmen, the students will know that such principles as liberty, justice, and equality, and such ideals as a world free from hunger and choas, have been constant themes in America's foreign relations.

2. Given a series of statements and a cartoon by foreign commentators, the students will know that American themes often have been met with strong resistence.

3. Students should be willing to express their opinions on: a. Why foreign reaction has developed as expressed in the materials; and b. What course America's future foreign relations should take.

(This lesson focuses on the Calendar questions: What does American stand for among the world's nations...democracy...commercialism...justice? Do others see us in a way that might surprise us? Is their dream of America a distortion or a fantasy?)

PROCEDURES:

On the day before the lesson, duplicate pages three through eight. There should be a copy for each student. Send home with each student a copy of pages three, four, five, and six. On the lesson day, discuss the question sheet (page 2) and Part I - America's Dream - As We See It. Ask students to jot down answers to questions 1 through 5. (Note: the students may need their textbooks to complete question 4 in Part I and question 1 in Part II.)

Begin the actual lesson by writing Our Views on the chalkboard. Use the questions to organize a general discussion. Then have the students respond to question 5 and write their responses under Our Views. Their answers should include: patriotism, fairness, decency, our greatness, duty, liberty, justice, society freedom, safety for democracy, assistance for free men. Ask them to think of a statement which summarizes what you have written. Write a few on the board.

Now hand out Part II - America's Dream - As Others See It. Allow about ten minutes for the students to read and answer the questions. On the board write Foreign Views. Use the questions as a basis for class discussion. When you come to question 9, write their responses on the board as before. Students should include: hostility, illegality, warlike, aggressive, scoundrels, rob, vulgar, ignorance, bragged, insolence. Ask them to think of a statement which summarizes what you have written. Again, write a few on the board.

Ask the class to contrast the two lists and give their responses. Use the following questions to guide a discussion: a. Why do you think the foreign commentators responded as they did? (Different frame of reference, America's actions have thwarted their country's goals, misinterpretation of our intent, lying to save face, the truth); b. Do you feel the American spokesmen were acting out of truthfulness? What makes you think that way? c. Do you feel that all Americans approved of their spokemen's statements? How would you prove your answer? d. Should we worry about world opinion? Why? e. What should determine America's relations with other countries? f. What should America's position in the world be?

QUESTIONS

For Part I - America's Dream - As We See It

1. How are the statements by Kennedy, Marshall, Roosevelt, and Wilson similar?

2. In what way does O'Sullivan's speech fulfill Webster's statement - "to let mankind know that we are not tired of our own institutions...."?

3. Which statement (D, E, F, or G) most closely fulfills Lincoln's statement?

4. What event in American history is connected with O'Sullivan's statement? With Lincoln's? With Wilson's? With Roosevelt's? With Marshall's?

5. Read through the eight statements by American leaders from 1824 to 1965 and underline those words or phrases which emphasize American values and ideals (i.e. in Wilson's speech, he refers to "The world must be made safe for democracy;" in Webster's, he speaks of "duty").

For Part II - America's Dream - As Others See It

1. What event in American history is connected with statement A? With statement B? C? and Cartoon D?

2. What time period is covered by the statements and cartoon?

3. What words come to mind as you view the cartoon? What is the cartoonist expressing in D?

4. List the countries where the statements and cartoon originate.

5. In statement B, what is meant by avarice ?

6. According to Peking, in what way are American and English history similar?

7. Read through all of the statements and underline those words or phrases the writers and cartoon use to describe American actions and motives (i.e. in Statement A, the writer used "insulting outrage" and "violent hostility").

PART I

America's Dream - As We See It

A. Daniel Webster, "The Greek Revolution," January 19, 1824: "Circumstances never combined before have here united in our favor, and a mighty current is setting us forward which we could not resist even if we would, and which, while we would stop to make an observation, and take the sun, has set us, at the end of the operation, far in advance of the place where we commenced it. Does it not become us, then, is it not a duty imposed on us, to give our weight to the side of liberty and justice; to let mankind know that we are not tired of our own institutions, and to protest against the asserted power of altering at pleasure the law of the civilized world?"

B. From: John L. O'Sullivan, "Annexation" (published in the Democratic Review, July, 1845): ..."It is time for the common duty of Patriotism to the Country to succeed. . . . Texas is now ours. Already, before these words are written, her Convention has undoubtedly ratified the acceptance, by her Congress, of our proffered invitation into the Union; and make the requisite changes in her already republican form of constitution to adopt it to its future federal relations. Her star and her stripe may already be said to have taken their place in the glorious blazon of our common nationality; and the sweep of our eagle's wing already includes within its circuit the wide extent of her fair and fertile land....other nations have undertaken to intrude themselves...between us...in a spirit of hostile interference against us, for the avowed object of thwarting our policy and hampering our power, limiting our greatness and checking the fulfillment of our manifest destiny to overspread the continent allotted by Providence for the free development of our yearly multiplying millions."

C. From: Abraham Lincoln, Speech at Springfield, June, 1857: "They [authors of Declaration of Independence] meant to set up a standard maxim for free society, which should be familiar to all, and revered by all; constantly looked to, constantly labored for, and even though never perfectly attained, constantly spreading and deepening its influence, and augmenting the happiness and value of life to all people of all colors everywhere."

D. From: Woodrow Wilson, Speech for Declaration of War Against Germany, April, 1917: "We are glad, now that we see the facts with no veil of false pretense about them, to fight thus for the ultimate peace of the world and for the liberation of its peoples, the German peoples included: for the rights of nations great and small and the privilege of men everywhere to choose their way of life and of obedience. The world must be made safe for democracy. Its peace must be planted upon the tested foundations of political liberty. We have no selfish ends to serve. We desire no conquest, no dominion. We seek no indemnities for ourselves, no material compensation for the sacrifices we shall freely make. We are but one of the champions of the rights of mankind. We shall be satisfied when those rights have been made as secure as the faith and the freedom of nations can make them."

E. From: Franklin D. Roosevelt, "Four Freedoms" Speech January, 1941: "I have called for personal sacrifice. I am assured of the willingness of almost all Americans to respond to that call....

"In the future days, which we seek to make secure, we look forward to a world founded upon four essential human freedoms.

(continued)

"The first is freedom of speech and expression--everywhere in the world.

"The second is freedom of every person to worship God in his own way--everywhere in the world.

"The third is freedom from want--which, translated into world terms, means economic understandings which will secure to every nation a healthy peace time life for its inhabitants--everywhere in the world.

"The fourth is freedom from fear--which, translated into world terms, means a worldwide reduction of armaments to such a point and in such a thorough fashion that no nation will be in a position to commit an act of physical aggression against any neighbor--anywhere in the world....

"Since the beginning of our American history we have been engaged in change--in a perpetual peaceful revolution--a revolution which goes on steadily, quietly adjusting itself to chainging conditions--without the concentration camp or the quick-lime in the ditch. The world order which we seek is the cooperation of free countries, working together in a friendly, civilized society."

F. From: George C. Marshall, Commencement Address, June, 1947: "It is logical that the United States should do whatever it is able to do to assist in the return of normal economic health in the world, without which there can be no political stability and no assured peace. Our policy is directed not against any county or doctrine but against hunger, poverty, desperation, and chaos. Its purpose should be the revival of a working economy in the world so as to permit the emergence of political and social conditions in which free institutions can exist."!)

G. From: John F. Kennedy, Inaugural Address, January, 1961: "To those people in the huts and villages of half the globe struggling to break the bonds of mass misery, we pledge our best efforts to help them help themselves, for whatever period is required--not because the Communists may be doing it, not because we seek their votes, but because it is right. If a free society cannot help the many who are poor, it cannot save the few who are rich.

"To our sister republics south of our border, we offer a special pledge--to convert our good words into good deeds--in a new alliance for progress--to assist free men and free governments in casting off the chains of poverty...."

H. From H. R. Luce (publisher of TIME), 1941: "It has now become time to accept wholeheartedly our duty and our opportunity as the most powerful and vital nation in the world and in consequence exert upon the world the full impact of our influence, for such purposes as we see fit and by such means as we see fit...it now becomes our time to be the powerhouse from which the ideals spread throughout the world."

I. From: Hanson Baldwin (military editor of the New York Times, 1947: "The United States is the key to the destiny of tomorrow. We alone may be able to avert the decline of Western civiliztion, and a reversion to nihilism and the Dark Ages."

J. From Harlan Cleveland (former Assistant Secretary of State), 1964: "The interests of the United States are global and that is good fortune for all the world's people and most of their leaders."

K. From: Former President Lyndon Johnson, 1965: "History and our own achievements have thrust upon us the principal responsiblity for the protection of freedom on earth...."

March 14/20: The Economic Dimension

TO THE TEACHER:

OBJECTIVES:

1. Each student should demonstrate an ability, orally, to define the term: multinational corporation.

2. Each student should, by the close of the period, be able to make statements in defense of and in opposition to the existence of MNCs.

(This lesson focuses on the Calendar question: Does a global economy require new international institutions?)

PROCEDURES:

Prepare multiple copies of pages five, six, seven, and eight (six copies of each) for distribution the day before the actual lesson is to be used. On the day prior to using the lesson, chose six articulate students to familiarize themselves with a pro-multinational-corporation set of arguments, and a like number of out-going students to study the set of anti-MNC arguments. Give the two page pro position statements to the group you have chosen to argue in favor of MNCs, and a like number of pages to the anti group. Ask each student in the two groups to study the material before coming to class on the day the actual lesson is to be used.

On the day of the lesson, provide about ten minutes at the beginning of the period for the six pro and six anti students to get together in their two respective groups to go over and refine their positions. While the two debate groups are doing that, hand out pages two, three, and four to the remainder of the class and ask these students to study this material and prepare to share it with the rest of the class later in the period.

When it seems that all are ready, set up a debate situation allowing the pro MNC group to make its statements first (three to four minutes) and follow these statements with those from the anti group. Allow some time for rebuttals or exchanges of opinions based on the previous night's reading. As soon as the debate has exhausted itself and some questions have been directed at the two groups by the audience (the third and largest group), ask for a show of hands on the question: Should the world policy be to encourage the growth of MNCs?

Turn your attention primarily to the third and largest group and ask a series of leading questions: What is a multinational corporation? What are names of some? Have multinationals existed in the past? What evidence do you have? How have they changed over time? Encourage as wide a participation as possible in the discussion of these questions.

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TO THE TEACHER-continued

You may want to close with a general discussion of questions such as:

1. Forgetting your role or how you voted, how do you feel about MNCs?
2. The movie, "Rollerball," dramatizes a world run by a few MNCs. What advantages or dangers does it foresee? Do you foresee?
3. Do we, a rich nation, have an obligation to help a poorer nation? If so, are MNCs an answer?

WHAT IS A MULTINATIONAL CORPORATION?

In the simplest of terms, a multinational corporation is a firm that owns or controls, staffs, and operates plants and/or offices in more than one country. Usually, a corporation manufactures to sell primarily in its home market. If it can, it exports its surplus production. The MNC, in contrast, carries on in foreign (host) countries pretty much the same operations as at home. The technical name for such overseas operations is foreign direct investment--that is, capital is invested directly into factories, offices, etc., by an MNC or one of its subsidiaries.

In your reading and research, you will run across references to transnational, international, and global corporations, as well as multinational entities or enterprises. There are distinctions among these terms, but for our purposes here they can be used interchangeably.

Today, roughly 25 percent of the world's production of goods and services is controlled by MNCs. Some of the Firms are economic giants--IBM, General Motors, Shell, Mitsubishi, ITT--with operations in as many as 100 different countries. As they grow and spread over the globe, they are also diversifying, branching out into different fields that often have no direct relation to the original product or service of the parent firm. Such firms are also called conglomerates. For example, the Mitsubishi Corporation of Japan is involved in such diverse enterprises as automobile production, electrical equipment, chemical engineering, mining, plastics, glass, breweries, shipping, life insurance, and banking.

PAST, PRESENT, AND FUTURE

As you've gathered, the explosion of MNCs onto the world scene is relatively recent. Prior to 1950, multinational business activity was present, but it was growing slowly and there were few signs that it would create such sweeping changes in our social and political lives. Growth began to snowball during the 1950s, but still few people foresaw the impact it would have; only in the past 10 or 12 years has the development of MNCs taken on a dramatic new character. This sudden change has been the product of a number of forces. See how many you can identify below.

The Rise of Multinational Corporations

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HANDOUT FOR THE GROUP OPPOSED TO MULTINATIONAL CORPORATIONS

A multinational corporation is a firm that owns or controls, staffs, and operates plants and/or offices in more than one country.

The Issue: Should the world policy be to encourage the growth of multinational corporations?

Tomorrow you will be asked to try to persuade other members of the class to feel about the Issue as you do. Study the following statements tonight and talk them over with your group tomorrow.

SOME POSITION STATEMENTS

The MNC might be able to set unwise goals. Its goal will be to make money but a nation's might be to reduce pollution. In order to make money they may have to cause or produce pollution and they have the power.

It will be unavoidable that MNCs become involved in the politics of the nation in which they find themselves. Look at the countless examples in South America and the Caribbean. Weren't multinational corporations involved in the overthrow of the elected president in Chile? What role did they play in the removal of the leader in the old Belgian Congo, now Zaire? If politics stand in the way of profits, they have indicated that they will be more than willing to alter the political situation.

When MNCs take corporations outside the U.S. that move does more than just eliminate jobs held by people in that place. For example, they force people to move to other countries if they are to continue to do the work they are trained to do; MNCs destroy or alter other businesses--insurance agents lose their clients, grocers lose their customers and their businesses; etc.

The MNC is just another capitalist scheme to spread its influence and is no different in the long run than the old imperialism.

They (multinational corporations) say that they will build hospitals and schools, but history has proven that they always attach strings. They always ask for political stability even if that political system is undemocractic. We're convinced that they favor military dictators over democratic systems because they provide more stability. We fear that the peoples' voices will be silenced.

Did not the MNCs of ESSO and Mobil Oil contribute well over 100 million dollars to Italian political parties?

We are worried about the existence of our nation. These corporations are bigger than the country; peoples' allegiance will be forgotten. We will not be able to think of ourselves as Turks, Nigerians, Americans. The MNCs will be bigger than the country and maybe more powerful. We will lose our independence. It will be company before country.

Small nations will quickly become someone else's pawns. General Motors has more money and power than many nations.

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HANDOUT FOR THE GROUP OPPOSED TO MULTINATIONAL CORPORATIONS

The policies of the MNCs might conflict with the foreign policy of the nation.

The MNCs cost Americans jobs. We have worked hard, say the American unions, to build up the wage scale, but now the MNCs take their factories outside the U.S. and use cheap labor elsewhere. How many of you are wearing clothing made in Taiwan or Korea, shoes made in Italy or Haiti, are watching TVs made in Japan, driving autos made in Canada, Japan, or Germany? Further, MNCs may horde their profits in foreign banks.

If things are in a state of unrest in a country the MNC will likely ask the home government (U.S. in most cases) to come to its aid and "straighten out" the mess in the smaller country. Look at how the U.S. went into Guatemala in 1958; we don't think that would have happened if the big U.S. owned United Fruit Company hadn't had important investments in Guatamala.

The MNC is so big and so powerful that it cannot be controlled by the political structure of the country in which it operates. We think that there is pretty good evidence that the powerful U.S. government can't even control power-corporations within its own country. Look at the illegal contributions to political campaigns in 1972. Doesn't that indicate that even in the U.S. these giants try to win illegal political favors through illegal action. If that takes place in the U.S., what kinds of things do you think have and will take place in Bolivia, Ghana, Pakistan, Vietnam or in any part of the developing world?

Big corporations don't share their technological secrets or skills with the country in which they operate. In fact, they don't even train the country's people to do the research and development things that need to be done.

MNC profits are great and they don't reinvest those in the country where they find themselves out of a fear that that country might take over the industry or business if it should get out of line.

If we are interested in having truely international organizations, then we ought to invest much more money in the United Nations and let that organization solve the world's economic problems.

Some countries, where there has been little outside interference, have been able to make it alone when left alone; we would point to countries like Lybia, Argentina, Venezuela, Thailand or Lebanon.

HANDOUT FOR THE GROUP IN FAVOR OF MULTINATIONAL CORPORATIONS

A multinational corporation is a firm that owns or controls, staffs, and operates plants and/or offices in more than one country.

The Issue: Should the world policy be to encourage the growth of multinational corporations?

Tomorrow you will be asked to try to persuade other members of the class to feel about the Issue as you do. Study the following statements tonight and talk them over with your group tomorrow.

SOME POSITION STATEMENTS

MNCs can provide money to modernize a country, better the peoples' diets, and enable them to purchase the good things of life. In fact, as you can see, MNCs stand to gain when more and more people can purchase the good things--television sets, radios, furniture, recreational equipment, perfume and soap, etc.

MNCs will hire 80 percent of their workforce from the country involved, and will need to build hospitals, schools, etc.

Forms of foreign aid tried to this point have failed. MNCs could go into a country of 10 million people which had previously obtained $30,000,000 of aid, which it had to repay with interest, and which it had not been able to invest properly and put that money into a giant company. With that same money an MNC could create about 3,000 jobs a year. Each of those jobs could start another 1 1/2 jobs. And, if the business reinvested part of its profits in the country, after 10 years 150,000 jobs and after 20 years 500,000 jobs supporting 2 million people would have been created.

MNCs can provide opportunities for international cooperation on a level unseen before. There will be opportunities for travel. We will spread the world's abundance more evenly. They can set up operations in poor nations all over the world and raise their standard of living much more efficiently than all the aid programs put together. They can reduce waste. MNCs will hire labor from the country thereby providing jobs and education. It will be necessary to establish universities and job training centers paid for by MNCs.

Too strong a belief in the nation-state has been the cause of war. Maybe it is time that we put our faith in something else--the international industrial and business organization.

Wouldn't the world be a safer place if the Ford Motor Company, a MNC, had built a factory inside the Soviet Union. It would have been a case of their needing us and our needing them. When groups need one another they are less likely to want to fight. War would interrupt business and any interruption is bad for business.

MNCs act as change agents which alter value systems, social attitudes, and behavior patterns in ways which will in the long-run reduce communication barriers between peoples and will help establish the basis for a strong world order.

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HANDOUT FOR THE GROUP IN FAVOR OF MULTINATIONAL CORPORATIONS

The world has become smaller and the world needs organizations which promote things bigger than the nation and have global interests. MNCs can provide world order.

MNCs can spread technological advancements and promote the education needed in a complex, technological world.

MNCs spread money around the world and not many strings are attached.

MNCs produce consumer goods at lower prices and make them available to all.

There are certain natural resources MNCs need but don't have. They should operate in the country where the resources exist.

MNCs may wish to enter into another nation's political affairs in order to better their own situation, but the fact is that they wouldn't do it even if they could.

There are controls that work against MNCs taking too much power. For example, the country in which they are operating could expropriate (take) the company and run it. This has happened in many countries of the world; we build the industry, the country changes political systems or leaders and the new party which may be hostile to America merely takes the industry, sometimes without any payment at all.

The U.S. has always led the way in the development because of its wealth.

MNCs are the best means of helping the rest of the world grow and develop. Look what large corporations have done for the U.S.; they can do the same for the rest of the world.

MNCs are accused of meddeling in Italian politics, but you must remember that such a policy is not illegal in that country. MNCs are only doing what the customs suggest can be done.

March 21/27: A Power in the World

TO THE TEACHER:

OBJECTIVES:

1. Given Washington's Farewell Address and a map of the United States military forces in the world in 1975, the students will hypothesize on the causes for change in attitude towards world involvement.

2. Given statements on world involvement by Presidents T. Roosevelt, Truman, Kennedy, and Nixon, the students will list the reasons given for United States military commitments.

3. The students should be willing to express opinions on the consequences of increased military involvement.

(This lesson focuses on the Calendar question: Are we now more internationalist than isolationist?)

PROCEDURES:

On the day before the lesson, duplicate the following pages--enough for each student. Hand out pages two and three containing the map and Washington's Farewell Address and have the class answer the questions found on page two.

Begin the lesson by using the homework questions as the basis for a discussion. Write the responses to question #2 on the board. (These should include: Why have we become more involved? When did the change occur? What events or incidents prompted the change?) Then focus the lesson on the question--Why? and ask the class to think through U.S. history for their answers. Write these on the board. (Probable responses include wars, economic interdependence, "our mission," freedom vs. communism, requests from foreign nations, actions of U.S. private businesses.)

At this point the students will prove their responses by examining the statements by the Presidents on pages four and five. Have them underline the reasons given in the speeches and when the majority of students are finished, compare these reasons orally with those written on the board. Add any additional reasons to the chalkboard list. Ask the students to examine the completed list and then poll them as to how they feel towards an increase in military involvement. Find out how many are in favor and how many are opposed. Note the votes on the board and have students give their reasons, briefly, for the way they voted.

Hand out Part III, page six. Ask the class to read the two criticisms and, comparing them with the Part II statements, answer the question: What are the consequences of military involvement in world affairs? Encourage them to share their ideas with students around them. After a few moments, ask the students to respond to the question and write their responses on the board.

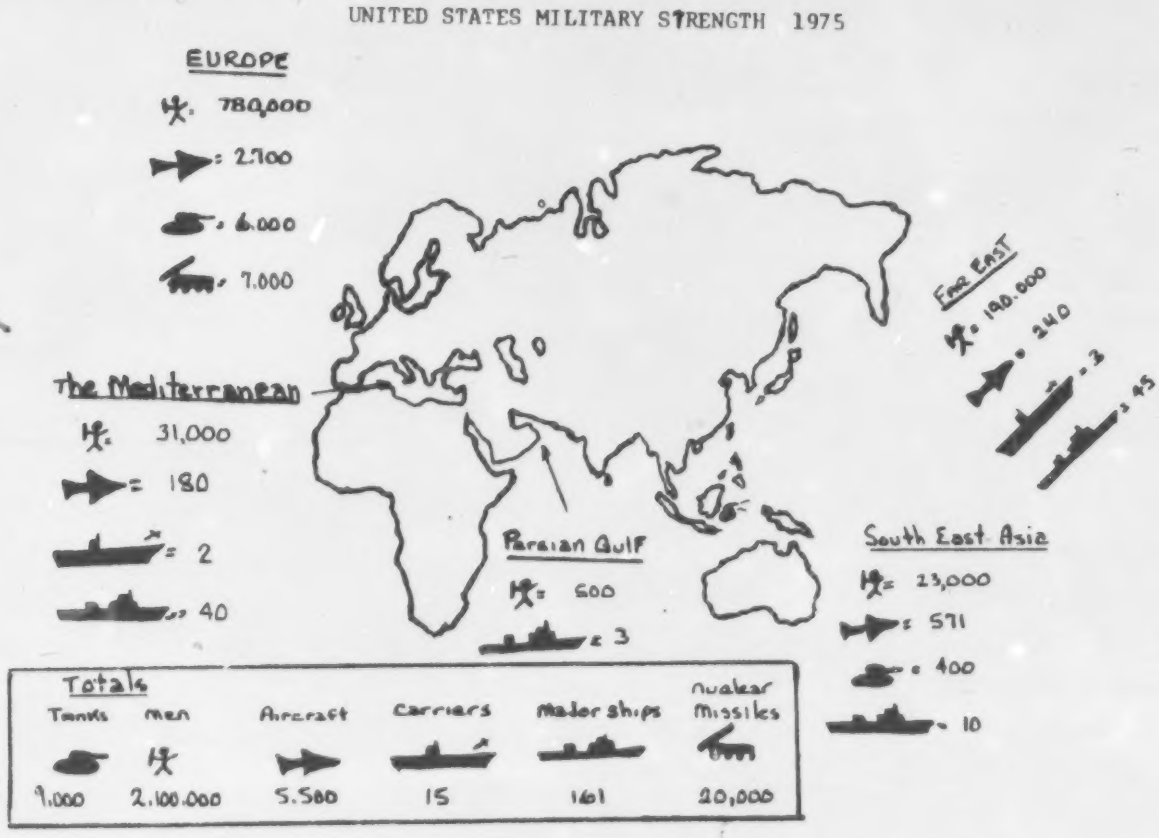
Finally, repoll the students on the original question (how they feel towards an increase in military involvement) and note those who are in favor and those opposed. Ask for volunteers to comment on why they changed their position.

PART I

Study the two pieces of information below. Using these pieces, answer the following two questions.

1. Are we now more internationalist than isolationist?
2. When you look at both pieces of information together, what questions do they raise?

United States Military Strength, 1975



Washington's Farewell Address (September 17, 1796)

"Observe good faith and justice toward all nations. Cultivate peace and harmony with all. Religion and morality enjoin this conduct.... The great rule of conduct for us in regard to foreign nations is, in extending our commercial relations to have with them as little political connection as possible. So far as we have already formed engagements let them be fulfilled with perfect good faith. Here let us stop.

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"Europe has a set of primary interests which to us have none or a very remote relation. Hence she must be engaged in frequent controversies, the causes of which are essentially foreign to our concerns. Hence, therefore, it must be unwise in us to implicate ourselves by artificial ties in the ordinary vicissitudes of her politics or the ordinary combinations and collisions of her friendships or enmities....

"It is our true policy to steer clear of permanent alliances with any portion of the foreign world, so far, I mean, as we are now at liberty to do it...."

PART II

Kennedy's Inaugural Address (January 20, 1961)

"The world is very different now. For man holds in his mortal hands the power to abolish all forms of human poverty and all forms of human life. And yet the same revolutionary belief for which our forebears fought is still at issue around the globe, the belief that the rights of man come not from the generosity of the state but from the hand of God.

"We dare not forget today that we are the heirs of that first revolution. Let the word go forth from this time and place, to friend and foe alike, that the torch has been passed to a new generation of Americans, born in this century, tempered by war, disciplined by a hard and bitter peace, proud of our ancient heritage, and unwilling to witness or permit the slow undoing of those human rights to which this nation has always been committed, and to which we are committed today at home and around the world.

"Let every nation know, whether it wishes us well or ill, that we shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe to assure the survival and the success of liberty.

"This much we pledge--and more."

"Roosevelt Corollary" to the Monroe Doctrine (1904)

"Chronic wrongdoing...may in America, as elsewhere, ultimately require intervention by some civilized nation, and in the Western Hemisphere the adherence of the United States to the Monroe Doctrine may force the United States, however reluctantly, in flagrant cases of such wrongdoing or impotence, to the exercise of an international police power."

Truman Doctrine (1947)

"One of the primary objectives of the foreign policy of the United States is the creation of conditions in which we and other nations of the world will be able to work out a way of life free from coercion. This was a fundamental issue in the war with Germany and Japan. Our victory was won over countries which sought to impose their will, and their way of life, upon other nations.

"To ensure the peaceful development of nations, free from coercion, the United States has taken a leading part in establishing the United Nations. The United Nations is designed to make possible lasting freedom and independence for all its members. We shall not realize our objectives, however, unless we are willing to help free people to maintain their free institutions and their national integrity against aggressive movements that seek to impose upon them totalitarian regimes. This is no more than a frank recognition that totalitarian regimes imposed on free peoples, by direct or indirect aggression, undermine the foundations of international peace and hence the security of the United States....

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Truman Doctrine-continued

"I believe that it must be the policy of the United States to support peoples who are resisting attempted subjugation by armed minorities or by outside pressures.

"I believe that we must assist free peoples to work out their own destinies in their own way....

"I believe that our help should be primarily through economic and financial aid which is essential to economic stability and orderly political processes....

"The seeds of totalitarian regimes are nurtured by misery and want. They spread and grow in the evil soil of poverty and strife. They reach their full growth when the hope of a people for a better life has died.

"We must keep that hope alive.

"The free peoples of the world look to us for support in maintaining their freedoms.

"If we falter in our leadership, we may endanger the peace of the world --and we shall surely endanger the welfare of our own nation.

"Great responsibilities have been placed upon us by the swift movement of events...."

United States Foreign Policy for the 1970's; Building for Peace
A Report to the Congress by Richard Nixon, President of the United States. February 25, 1971.

1. "First, the United States will keep all of its treaty commitments.... To desert those who have come to depend on us would cause disruption and invite aggression.... Second, we shall provide a shield if a nuclear power threatens the freedom of a nation allied with us or of a nation whose survival we consider vital to our security. Nuclear power is the element of security that our friends either cannot provide or could provide only with great and disruptive efforts. Hence, we bear special obligations toward non-nuclear countries. Their concern would be magnified if we were to leave them defenseless against nuclear blackmail, or conventional aggression backed by nuclear power....

"Third, in cases involving other types of aggression we shall furnish military and economic assistance when requested in accordance with our treaty commitments. But we shall look to the nation directly threatened to assume the primary responsibility of providing the manpower for its defense."

PART III

WHAT ARE THE CONSEQUENCES OF WORLD WIDE MILITARY INVOLVEMENT?
Critical Views

A. From: Richard J. Barnet, Roots of War (Penquin Books, Inc., Maryland), 1972:

"Staying number one is a struggle for permanent victory. 'One failure of will will expose the United States to the world as a pitiful helples giant.' In the pursuit of permanent victory the United States has engaged in a form of permanent war. Since 1940 this country has mobilized and maintained the most powerful military force in the world. In this period American forces have waged a global war and two large land wars (Korea and Vietnam). Since 1945 the United States has also conducted a major military campaign or a paramilitary CIA operation in a former colonial or dependent country on an average of once every eighteen months--Greece (1947), Iran (1953), Guatemala (1954), Indonesia (1958), Lebanon (1958), Laos (1960), Cuba (1961), Congo (1964), British Guiana (1964), Dominican Republic (1965), [Chile (1973)], and, of course, Vietnam (1960-1974). An American flotilla dominates the Mediterranean and the Far Pacific American bombers loaded with hydrogen bombs and missiles concealed in concrete are poised to annihilate within minutes any society in the world. The American nuclear arsenal holds the equivalent of ten thousand tons of TNT for every man, woman, and child on earth. To pay for this the American economy has been on a war footing since 1940. Each year between fifty and seventy cents of every tax dollar goes to support this military establishment."

B. A Military-Business Alliance:

One of the most powerful lobbies in Washington is the OAA. Never heard of it? That isn't surprising. Very few people have since its activities aren't the kind its members like to publicize. OAA stands for the Ordinance Association of America and its members include the top officials of every company producing military hardware for the United States. Included in its members are representatives from Dow Chemical, DuPont, General Electric, Westinghouse, and Lockheed. Also included are retired admirals and generals who are now employed by these corporations. This group works closely with the military in determining contracts and weapons development.

March 28/April 3: A Nation Among Nations

TO THE TEACHER:

OBJECTIVES:

1. Students should be able to make several statements about economic, political, and military interdependence from a United States position over the last 200 years.

2. Students should be able, in a discussion, to make statements about the dangers and advantages of interdependence.

3. Students should be willing to participate in a small group activity which demonstrates the need for and principle of interdependence.

PROCEDURES:

On the day of the lesson you should have duplicated one copy of page three for every two students in the class (there are actually two sets of materials on the page), and you should have assembled a packet of six individual pieces for each student.

To assemble the packet, cut page three in half and then cut out each of the six pieces. Before handing the packets to the students at the beginning of the period, rearrange the pieces so that no student can assemble the rectangle with the pieces he receives from you initially, i.e. the student should have the proper number of pieces (6) but not the right combination.

Hand out the packets and ask the students to assemble a rectangle the size of a half sheet of paper. When they are not able to do so, allow them to move around the room and trade pieces until they can complete the task.

With little or no discussion, pass out copies of pages four and five, and ask students to study the data for a few minutes. Then ask the leading, general question: What connection can you see between the material you have just studied and the activity which preceded it? Obviously, both activities focus on interdependence.

Ask the students to make as many general statements about the history and nature of United States' involvement with the rest of the world as possible. They should talk about the fact that economic interdependence has been and is most widespread, but there is also evidence of early military interdependence. There is mention of a variety of different types of interdependence and one gets the impression that it is on the increase. You might allude to the opening activity and talk about some of the obstacles to effective interaction and some of the advantages of interdependence.

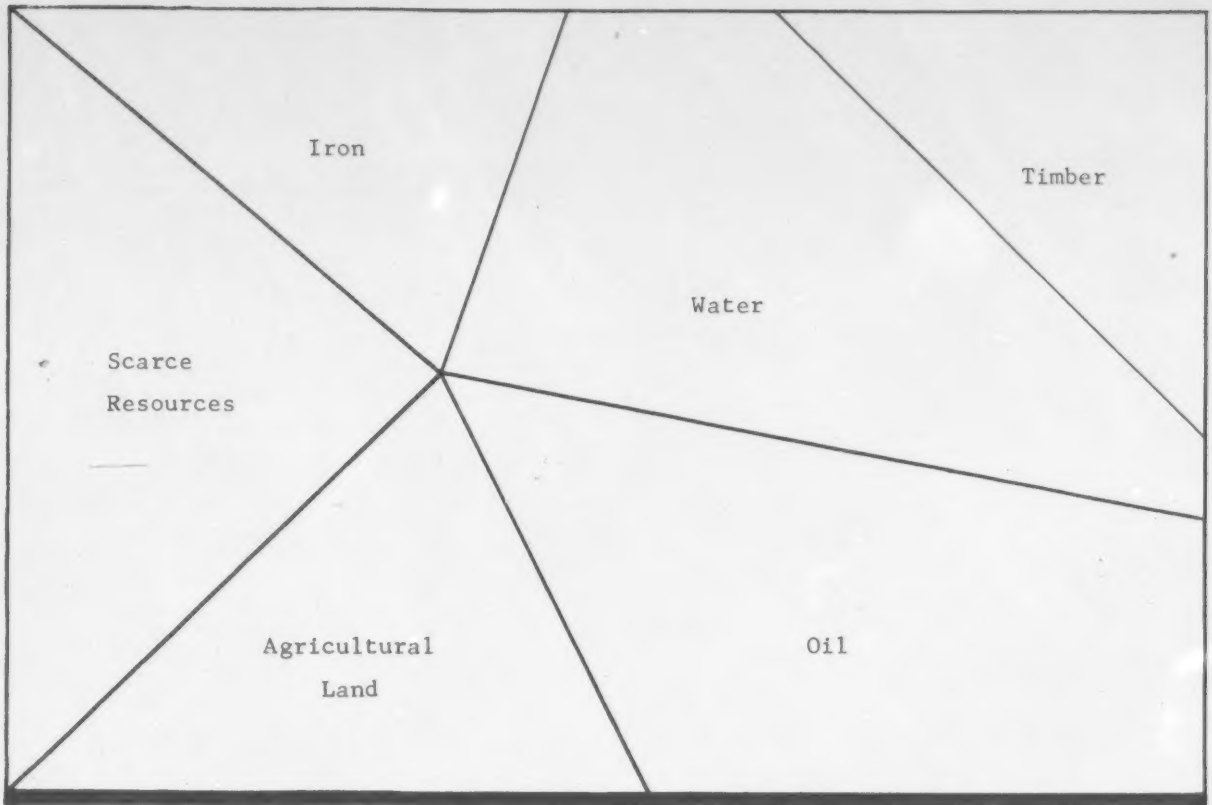
Next, distribute page six and provide time for the students to read the article from the book, World Without Borders. Close the period with a general discussion of the topic.

You might wish to initiate the discussion with one of the following questions:

1. Are the ideas in the article similar to or different from the ideas which you stated previously?

2. What advantages can you see in almost total interdependence among the nations of the world? What dangers?

3. President Ford often talks about making America independent in the production of energy. Would you see this as a wise or unwise move providing it were possible?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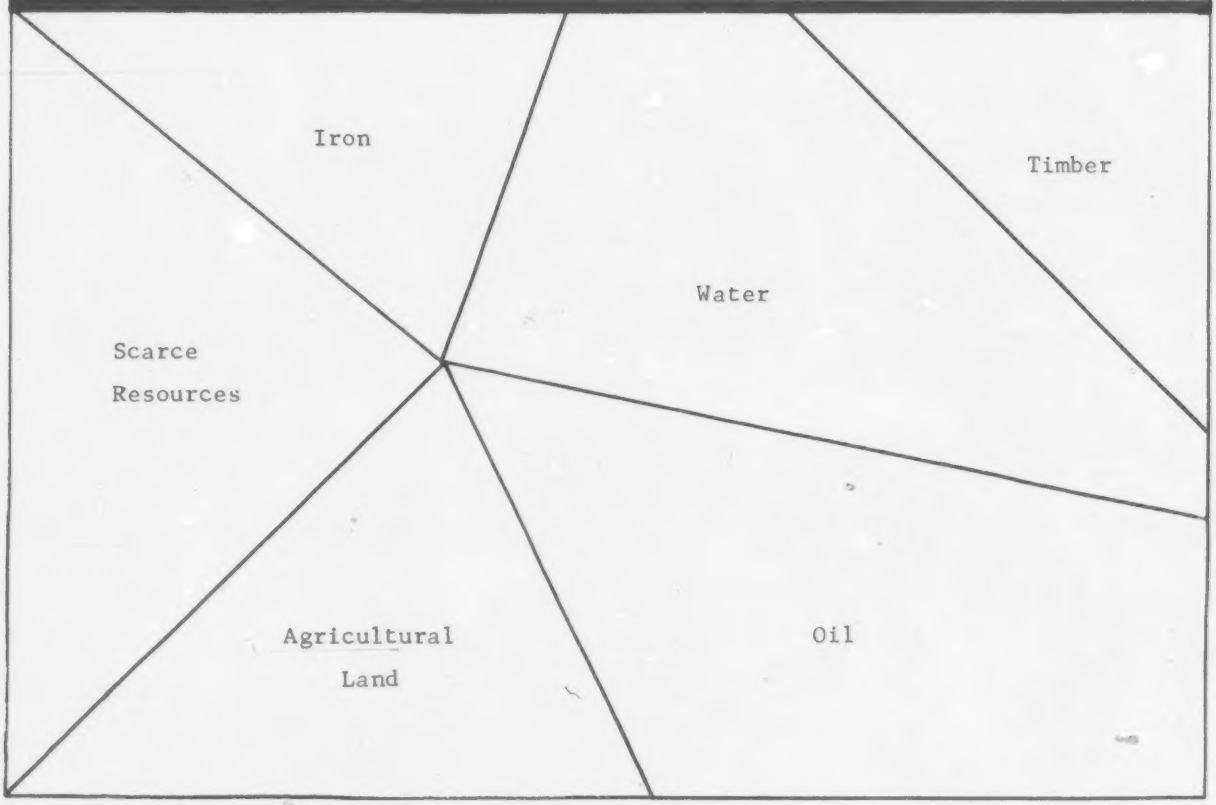

Iron
Timber
Water
Scarce
Resources
Agricultural
Land
Oil

INTERDEPENDENCE - OLD AND NEW

_____ Number of ships arriving at Charleston, South Carolina in 1772:

Number	Tonnage	Origin
79	10,932	Great Britain
11	1,110	Ireland
24	2,565	Europe
25	2,171	Africa
22	585	Bahama Islands
14	386	Bermuda Islands
120	6,121	Caribbean
138	5,538	Thirteen Colonies
19	525	Other American Colonies

Number of ships leaving Charleston, South Carolina in 1772:

Number	Tonnage	Destination
115	15,610	Great Britain
16	1,774	Europe
2	290	Africa
25	452	Bahama Islands
11	323	Bermuda Islands
129	5,749	Caribbean
166	6,724	Thirteen Colonies
21	626	Other American Colonies

_____ In the triangular trade, rum was sent from New England to the west coast of Africa. There the rum was exchanged for slaves. The slaves were traded to the West Indies in exchange for sugar, money, or molasses, which were then sent to New England. The molasses was made into rum and the triangular trade began anew.

_____ After one of the last battles of the Revolutionary War in 1781, General George Washington wrote a letter to the President of Congress and, among other things, spoke of how much he (Washington) was indebted to Count de Rochambeau and all of his officers and to Count de Grasse and all of the officers and men of his fleet for their support in winning the battle of Yorktown.

_____ From 1830 to 1850 the United States led all other nations in merchant shipping. It was the era of the clipper ship, and the opening up of the Far East for trade in silk, tea, spices, porcelain, and teak among other things.

_____ Presently the United States attends 15-20 international conferences every working day of the year.

_____ The North Atlantic Treaty Organization (NATO) was formed in 1949 with the U.S. as a member.

_____ The Southeast Asia Treaty Organization was established in 1955 with the U.S. as a member.

_____ The Central Treaty Organization was formed in 1955 with the U.S. as a member.

_____ A "western" hat sold at Cheyenne Frontier Days has a label saying "Made in Taiwan."

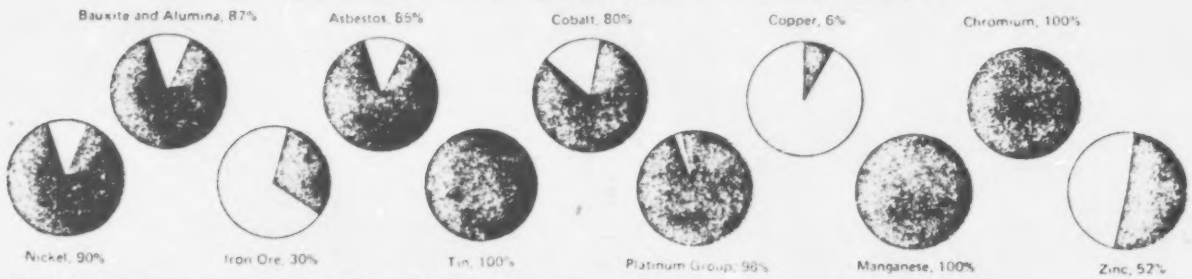
_____ President Wilson's War Message to Congress, April 2, 1917:

"...We are glad, now that we see the facts with no veil of false pretense about them, to fight thus for the ultimate peace of the world and for the liberation of its peoples...for the rights of nations great and small and the privilege of men everywhere to choose their way of life and of obedience. The world must be made safe for democracy...."

_____ State of the Union Address by Gerald Ford, President of the United States, 1975:

"Economic disruptions we and others are experiencing stem in part from the fact that the world price of petroleum has quadrupled in the last year. But, in all honesty, we cannot put all of the blame on the oil-exporting nations. We, the United States, are not blameless. Our growing dependence upon foreign sources has been adding to our vulnerability for years and years and we did nothing to prepare ourselves for such an event as the embargo of 1973."

US Imports of Selected Minerals as a Share of Consumption



Source: Geological Survey, US Department of the Interior.
Reprinted from **Science and Technology in an Era of Interdependence.**

Growing Up in America

April 4 through May 1, 1976

April 4/10: The American Family

TO THE TEACHER:

OBJECTIVES:

1. Students will construct a chart comparing families at different times in American history.

2. The students should be willing to discuss the information found in their charts.

3. They should be willing to express their opinions about the role of the family in society.

(This lesson focuses on the Calendar question: But a contemporary, urban family differs from a farm family of colonial times.... How do these differences affect family members?)

PROCEDURES:

On the day before the lesson, duplicate pages two through four for each member of the class.

Begin the lesson by handing out the chart on page two and explaining that the class will receive readings about these families which they will use to complete the chart. Allow enough time for questions, then hand out the readings on Family I and Family II. You may wish the students to work in pairs. Move around to each pair to provide assistance where needed.

After 20-25 minutes, call the class to order and ask individuals (or pairs) to read their answers. Where other students question the answer, have the respondent give the sentence or paragraph which supports his answer. Move through the chart until all columns are filled and each student has a chance to complete his chart.

Question #9 should provoke the most discussion since, in many instances, the students must infer the effects upon family life of the environment.

Conclude the lesson by asking students to fill in the answers in relation to their own family experience. Where students are willing, ask them to give their own personal comparison. Or, ask students to give a composite picture of the group to which they belong.

CHART

	COLONIAL FAMILY	WHITE, URBAN, MIDDLE-CLASS, PROTESTANT FAMILY in 1970
1. Who makes the major decisions?		
2. What is the role of the father?		
3. What is the role of the mother?		
4. What is the role of the child?		
5. What is the size?		
6. How is education provided?		
7. How is discipline enforced?		
8. What is the attitude towards the elderly?		
9. In what ways does the environment affect family life?		

FAMILY I - THE PURITAN FAMILY

The Puritans desired a religious community in the New World -- one based upon the moral code set down in the Old Testament. The father was the head of the household and was directed to be a stern partiarch who dominated his family. The wife's position could best be expressed by the Pauline writings (derived from the Gospel according to Paul): "The head of every man is Christ; and the head of every woman is the man and the head of Christ is God;" "And if they [women] would learn anything let them ask their husbands at home."

Children were taught to be obedient to the father's word. They were to suffer in silence, and to reach adulthood as soon as possible. There was no adolescent stage. Such a stage of transition from childhood to adulthood was unknown or unrecognized until the twentieth century. The father and mother considered their children as little copies of themselves. The child was not excused by the reason of being young. By the age of 6, the child was said to be able to distinguish between truth and lying, between fair treatment of others and outright slander.

If the children were not inherently evil, they were at least unruly and willful. The Church leaders urged the parents to create a religious atmosphere at home. Hopefully, through family prayers, reading of the Bible, and strict observance of the Sabbath, the willful spirit of the child would be corrected. The children learned that the Deity was a wrathful God who would strike children dead or at least make them suffer if they did not listen to the moral teachings of their elders.

Idleness was considered sinful; therefore, children were to be as useful to their families as early in life as possible. Small boys worked in the fields, weeding, gathering the crops, and tending the cattle. They also had to make garters and suspenders on the family loom.They were joined by their small sisters who also helped with the sowing and weeding. The girls learned to spin flax and wool, to tape and braid belts and hatbands, to cook, sew, and do needlework. All of this by the time they were 7 or 8 years of age. The Puritan parents wanted to save their children from the Devil and WORK was the way to accomplish this.

The Puritan family looked upon the children as economic assets. They contributed to the home through their labors; therefore, the more children the better the family was able to meet the hardships of the New World. The average family size was nine or more children; however, with infant mortality so high, many did not live past two years of age.

At the other end of the age scale, the elderly dominated the Plymouth Colony. Growing older was to increase the chances of gaining greater prestige and power. They were said to be wise by virtue of the fact that they had survived the rigors of life. Older persons were to counsel the young and the latter were expected to be bashful and modest toward them.

FAMILY II - THE WHITE, URBAN, MIDDLE-CLASS, PROTESTANT FAMILY

The 1970 census indicates that the U.S. population is 87% white, 90% urban, 40% middle-class oriented, and 55% Protestant. Put all of these together and we find that the White, Urban, Middleclass, Protestant (or WUMP) families were and are the majority in the United States and have a great influence on American standards. The following is a description of the WUMP family -- a composite picture of thousands of families across the United States in 1970.

The WUMP husband and father provides the chief economic support. As such he wields considerable influence within the family. However, since his work, business, or profession calls him away from home a considerable amount of the time, the wife-mother, in many instances, is the actual head of the family.

The husband-father performs the heavier work around the home. He fixes the faucets, mows the lawn, plants the trees, weeds the garden, builds patios, fixes the roof, paints the house, shovels snow, constructs the recreation room, and looks after the cars. He acts as the male model for his children and shares the responsibility in rearing them along with his wife. In discipline, he looks upon himself as a supporter in whatever action his wife takes.

Though the wife-mother may have a career, she will sacrifice it when the children arrive. Later, she might work to supplement the family income and, when the children are grown, assume a full-time job for her own personal fulfillment. To her, the house is the symbol of her domain. It is her feelings, her ideas, her dreams which go into decorating. She also assumes all of the duties associated with managing a home - budgeting, meal planning, entertaining, purchasing the clothing. Family pets usually fall to her keeping.

The children normally do not have remunerative work. The introduction of modern technology has done away with the tasks children performed in earlier and more rural times. Instead, the real job of the WUMP children is to learn, to absorb the ways of their families. This is done through books, television, play time, through school, and through social organizations such as the Boy Scouts, Little League teams, and so forth. Children are expected to channel their aggressive behavior into more accepted expressions such as competitive sports, into excelling in education or extra-curricular activities, or into earning other honors for personal achievements.

Children are taught to respect authority and the person who has this authority. Teachers, administrators, ministers, police, employers are expected to be looked up to and listened to.

WUMP families are normally nuclear units of husband-wife teams and two or three children. Because of the particular emphasis on independence and self-sufficiency, children are expected to move towards increased autonomy. The parents will help their children in this quest, but they expect them to become "their own persons" upon reaching adulthood.

The WUMP families hold to the typical middle-class values of thrift, loyalty, stability, industriousness, respect for property, self-restraint, getting along with others, and personal independence.

April 11/17: Education for Work and for Life

TO THE TEACHER:

OBJECTIVES:

1. The students will know that there are two kinds of education -- formal and informal -- and that both prepare a person to meet the demands of his immediate and extended communities.

2. Given several statements and statistical data about formal education, the students will determine how differing educational experiences reflect the society and culture of differing times.

3. The students will describe the curriculum of their school and discuss how it reflects the times and community in which they live.

(This lesson focuses on the calendar question: What are the most influential educational forces today?)

PROCEDURES:

On the day before the lesson, duplicate the remaining pages -- a copy for each student in your class. Have the students read the material at home.

Begin the lesson by asking the class to pretend that a new family moved into their neighborhood from out of state, and that the family includes a boy and a girl in their teens. What skills would you teach them to help them survive or "get along" in your neighborhood? What would you want them to know? Give the students a few moments to make a list on a piece of scrap paper (you might want to put them in groups for this part of the exercise).

When enough time has passed, ask the students for their answers and write these on the board under the heading - A Neighborhood Curriculum. Their lists might include: How to make money in the neighborhood, What different people or groups to avoid or to associate with, What neighbor's property to avoid , The rules of local street games, How to sign up for the local youth group or athletic team, What gang to belong to, Where to get a bike or car repaired cheaply, How to easily pick up certain kinds of material, What different words are peculiar to that area, Where certain stores are located.

Now ask them to make a list of the subjects taught and the extracurricular activities in your school. Write the answers on the chalkboard under the heading: The School's Curriculum

Have the students make a list of things which both curricula have in common and a list of things in which they differ. For example, under the common list, the students should point out that both help a person meet the demands of the community. The neighborhood's subjects help the student survive in the immediate community, while the school's subjects help him survive in the extended

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community. The curricula differ in that one is more formal with a set list of subjects, highly trained teachers, materials, and a building, while the other is more informal. Ask the students which curriculum is the more important -- the neighborhood's or the school's? (The response probably will include the idea that each is important in its own area.)

Tell the class that for the next part of the lesson they will (a) examine the curricula described in their reading assignment, and, (b) apply the same questions just discussed. You might want to put the major questions on the board: How did the curricula help the people meet the demands of their community or extended community (the nation)? Judging from the list of subjects, what can you tell about the society; its aims? its goals?

Conduct a discussion on the material using the questions. The discussion should bring out: (a) that religion and the teaching of ethics and morals heavily influenced education in the 1600-1700's; (b) that the Charlestown curriculum prepared the local child for a life related to the sea; (c) that by the early 1900's, the subjects were directed towards the business world and that this fact reflected the industrial development of the U.S. at that time; (d) that the high school curriculum in the same period was for the student going on to college; (e) that the curriculum in 1949 was much broader and permitted not only college-bound students, but also business students to attend; (f) that the changes in curriculum between 1890 and 1949 reflect the increase in population, the belief that all people have a right to education, that certain subjects, such as English, U.S. History, and science should be taught to all students.

To conclude the lesson, return to the list originally written under the heading: The School's Curriculum. Since this list includes the subjects and extra-curricular activities taught at your school, the students should be able to discuss how this list reflects the aims and demands of his immediate community and the extended community in the 1970s.

I EDUCATION - 1600-1700s

A. From the Dorchester, Massachusetts, School Rules (1645)

Every Monday the School Master "shall call his scholars together between twelve and one of the clock to examine them what they have learned, at which time also he shall take notice of any misdemeanor or outrage that any of his scholars shall have committed on the sabbath, to the end that at some convenient time due admonition and correction may be administered.

"He shall diligently instruct both in humane and good literature, and likewise in point of good manners and dutiful behavior towards all, especially their superiors. Every day of the week at two of the clock in the afternoon, he shall catechise his scholars in the principles of the Christian religion.

"He shall faithfully do his best to benefit his scholars, and not remain away from school unless necessary. He shall equally and impartially teach such as are placed in his care, no matter whether their parents be poor or rich.

"It is to be a chief part of the schoolmaster's religious care to commend his scholars and his labors amongst them unto God by prayer morning and evening taking care that his scholars do reverently attend during the same.

"The rod of correction is a rule of God necessary sometimes to be used upon children. The schoolmaster shall have full power to punish all or any of his scholars, no matter who they are. No parent or other person living in the place shall go about to hinder the master in this. But if any parent or others shall think there is just cause for complaint against the master for too much severity, they shall have liberty to tell him so in friendly and loving way."

B. From New England Primer (1650s):

A. In Adam's Fall
We sinned All.

B. Thy Life to Mend
This Book Attend.

C. The Cat doth play
And after slay.

D. A Dog will bite
A thief at night.

E. An Eagles flight
Is out of sight.

F. The Idle Fool
Is whipt at School.

G. As runs the Glass
Man's life doth pass.

H. By Book and Heart
Shall never part.

J. Job feels the Rod
Yet blesses God.

K. Our King the good
No man of blood.

L. The Lion bold
The Lamb doth hold.

M. The Moon gives light
In time of night.

N. Nightingales sing
In time of Spring

O. The Royal Oak
It was the Tree
That sav'd His
Royal Majestie.

P. Peter denies
His Lord and Cries.

Q. Queen Esther comes
In Royal State
To Save the Jews
From dismal fate.

R. Rachel doth mourn
For her first born.

S. Samuel annoints
Whom God appoints.

T. Time cuts down all
Both great and small.

U. Uriah's beauteous wife
Made David seek his life.

W. Whales in the Sea
God's voice obey.

X. Xerxes the great did die,
And so must you & I.

Y. Youth forward slips
Death soonest nips.

Z. Zacheus he
Did climb the Tree
His Lord to see.

C. An advertisement for a Charlestown, South Carolina, private school (1715):

At the house of Mrs. Delaweare on Broad Street is taught these sciences

Arithmetic	Trigonometry	Astronomy
Algebra	Surveying	Gauging
Geometry	Dialling	Fortification
	Navigation	

Reading, Writing, Arithmetick vulgar and decimal, Geometry, Trigonometry plain and spherical, Mensuration of solid and superficial Bodies, Navigation, Surveying, Gaging, and many other useful Branches of the Mathematicks, Euclid's Elements, Italian, bookkeeping and Grammar, &c: explain'd and taught in the clearest manner by Archidbald Hamilton, who may be heard of at Mr. Coon's Taylor in Church street. N.D. He attends at any time and Place requir'd to teach, or to keep Books; and is willing upon a reasonable and speedy Encouragement to undertake a School in Town or Country for teaching all or any Part of what is above specified, otherwise to go off the country.

II EDUCATION - Early 1900s

A. High school curriculum 1904:

4 years	English
4 "	Latin
4 "	Mathematics
3 "	History
2 "	Science
	German

B. High school curriculum 1912

Mathematics	English	Music
Plane Geometry	Latin	Drawing
Solid Geometry	German	Domestic Science
Trigonometry	History	Manual Training
Algebra	Science	Commercial courses

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Public Secondary Day School Pupils Enrolled in Specified Subjects: 1890 to 1949
(In percents. Figures cover enrollment in last 4 years of school.
For school years ending in year indicated.)

Specified subject	1890	1915	1949
Total enrollment	202,963	1,165,495	5,399,452
English	--	58.4	92.9
Journalism	--	--	1.9
Radio Speaking and broadcasting	--	--	0.1
United States history	27.3	50.5	22.8
English history			--
World history	--	--	16.2
Civil government	--	15.7	8.0
Community government			--
Geography	--	--	5.6
Problems of democracy	--	--	5.2
Economics	--	--	4.7
Sociology	--	--	3.4
Psychology	--	1.2	0.9
Consumer education	--	--	0.7
General science	--	--	20.8
Biology	--	6.9	18.4
Botany	--	9.1	0.1
Physiology	--	9.5	1.0
Zoology	--	3.2	0.1
Earth science	--	15.3	0.4
Chemistry	10.1	7.4	7.6
Physics	22.8	14.2	5.4

III EDUCATION - 1890. 1915. 1949 (Continued)

Enrollment in Specific Subjects, Continued.

Specified subject	1890	1915	1949
Algebra	45.4	48.8	26.8
General mathematics	--	--	13.1
Geometry	21.3	26.5	12.8
Trigonometry	--	1.5	2.0
Spanish	--	2.7	8.2
Latin	34.7	37.3	7.8
French	5.8	8.8	4.7
German	10.5	24.4	.8
Italian	--	--	.3
Industrial subjects	--	11.2	26.6
General business training	--	--	5.2
Business arithmetic	--	--	4.6
Bookkeeping	--	3.4	8.7
Typewriting	--	--	22.5
Shorthand	--	--	7.8
Business law	--	--	2.4
Business English	--	--	1.0
Economic geography	--	--	1.7
Office practice	--	--	2.0
Retailing	--	--	0.5
Salesmanship and advertising	--	--	1.0
Cooperative office training	--	--	0.4
Cooperative store training	--	--	0.3
Home economics	--	12.9	24.2
Agriculture	--	7.2	6.7
Physical education	--	--	69.4
Music	--	31.5	30.1
Art	--	22.9	9.0

Source: The Statistical History of the United States from Colonial Times to the Present
Prepared by the Bureau of the Census.

April 18/24: "In God We Trust"

TO THE TEACHER:

OBJECTIVES:

1. Students should, using a large number of short data pieces, be able to make at least six inferences about the effects of religious freedom on American society.

2. Students should be willing and able to check the accuracy of their data by reading an essay and using the contents of the essay to alter, add to, or revise the previous inferences.

(This lesson focuses on the Calendar question: "What effect has the Constitutional guarantee of religious freedom had on our society?)

PROCEDURES:

On the day the lesson is to be used, write the First Amendment to the Constitution on the chalkboard and set the question for the day: What effect has the Constitutional guarantee of religious freedom had on our society?

Though this question is the actual focus of attention, it is very closely related to the closing Calendar question: How has religion shaped our institutions, values, and beliefs? Actually, then, this lesson touches on both in an attempt to move students to think about the impact of American religions on the American society past and present.

To stimulate some tentative answers to these questions, pass out pages two, three, and four, and ask the students in pairs to use these miscellaneous pieces to jot down some answers to the original question.

When students have had approximately 15 minutes in which to do this, reconvene the entire class and solicit answers from the pairs, looking for as much diversity as possible. Jot down the ideas on the chalkboard; and when the class ideas have been exhausted, encourage the students to generate new ideas based on those which you have recorded on the board.

Then pass out pages five and six, asking the students to read through this summary essay on religious diversity in America, looking for support for their previous ideas, new ideas, or data which might conflict with previous ideas and cause students to suggest that these ideas be held in abeyance.

OBSERVATIONS ON RELIGION IN AMERICA

1. "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof...." First Amendment U.S. Constitution (1791).

2. "God Bless America."

3. "In God We Trust."

4. "The act itself (slavery) is good, if it promotes the good purposes of God..." - William Harper, South Carolina judge 1837.

5. "Trust in God; she'll take care of you." Bumper sticker 1975

6. "I pledge allegiance to the flag.-... One nation, under God...."

7. "I ask the help of Almighty God in this service to my country to which you have called me." Inaugural address, Herbert Hoover, 1929.

8. In the 1920s in Tennessee, John Scopes, a biology teacher, lost his job because he taught the theory of evolution. He was defended in the "Monkey Trial" by Clarence Darrow.

9. "I don't believe in God because I don't believe in Mother Goose." -- Clarence Darrow.

10. "In this great, glorious and free country we Jews need not sacrifice a single iota of our Torah; and, in the enjoyment of absolute equality with our fellow citizens, we can live to carry out those ideals for which our ancestors so often had to die." 1904.

11. Y.M.C.A.

12. "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Right,...." 1776.

13. "Jesus Christ Superstar!"

14. "...let us go forward, firm in our faith, steadfast in our purpose, cautious of the dangers; but sustained by our confidence in the will of God and the promise of man." Richard Nixon, First Inaugural Address, 1969.

15. A Quaker was locked with his heels near his head for two thirds of a day, then lashed until he fainted after 117 blows. His crime? He was a Quaker. Mid 1600s.

16. Two Catholic churches are burned along with a seminary and thirteen people killed in the riots which follow. 1844

17. "It is an age of Missions. The islands of the Pacific have heard the cry after the lapse of eighteen centuries.... China has shuddered to see the long dominion of her Confucius and her Boodh invaded by the gospel of Jesus the Nazarene." William R. Williams, Religious Progress, Boston, 1850.

18. "Why not unite in prayer, that God will bring them (Protestants) all back into the sweet communion of the one true Church? ... If it had not been for these awful errors of Protestantism ... it would seem that Christianity, by this time, would have absorbed all the nations of the earth." John Hughes, The Decline of Protestantism and its Cause, New York, 1850.

19. A raised index finger.

20. While touring the West in 1859, Horace Greeley, editor of the New York Tribune, interviewed Brigham Young, the Mormon leader:

H.G. What is the position of your church with respect to slavery?

B.Y. We consider it of divine institution, and not to be abolished until the curse pronounced on Ham shall have been removed from his descendants.

H.G. Are any slaves now held in this territory?

B.Y. There are.

H.G. Can you give me any...explanation of...the hatred with which your people are generally regarded by those among whom they have lived and with whom they have been brought directly in contact?

B.Y. No other explanation than is afforded (set forth) by the crucifixion of Christ and the kindred (like) treatment of God's ministers, prophets and saints, in all ages.

H.G. ...yet I cannot remember that either of them (other religions when they were new)...were regarded by the older sects of their early days as thieves, robbers, murderers.

21. Mohammed Ali.

22.

In Adam's fall We sinned all.	Christ crucify'd For sinners dy'd.	Elijah hid By Ravens fed.
Heaven to find The Bible Mind.	The Deluge drown'd The Earth around.	The judgment made Felix afraid.

23. From Russell H. Conwell, Acres of Diamonds (speech, 1888): "I say, then, you ought to have money. If you can honestly attain unto riches in Philadelphia, it is your Christian and Godly duty to do so."

24. From Martin Luther King, Letter from Birmingham Jail, April 16, 1963:"But though I was initially disappointed at being categorized as an extremist, as I continued to think about the matter I gradually gained a measure of satisfaction from the label. Was not Jesus an extremist for love; 'Love your enemies, bless them that curse you, do good to them that hate you, and pray for them which despitefully use you, and persecute you.'"

25. From F. D. Roosevelt's Annual Message, 1944:"Each and every one of us has a solemn obligation under God to serve this Nation in its most critical hour -- to keep this Nation great -- to make this Nation greater in a better world."

26. From Elihu Root (Secretary of War during McKinley's administration), Address at Canton, Ohio, October 24, 1900:"I charge this Commission to labor for the full performance of this obligation, which concerns the honor and conscience of their country, in the firm hope that through their labors all the inhabitants of the Philippine Islands may come to look back with gratitude to the day when God gave victory to American arms at Manila and see their land under the sovereignty and the protection of the people of the United States."

27. Membership of Selected Religious Bodies: 1790 to 1955
(In thousands)

Year	Roman Catholic	Presby-terian	Protestant Episcopal	Methodist	Seventh-day Adventist	Southern Baptist
1790				58		
1840		127		856		
1891	8,277	790		3,511		1,282
1925	18,654	1,829		7,066	103	3,649
1940	21,403	1,971	2,172	7,360	167	4,949
1955	32,576	2,650	3,014	9,313	277	8,475

RELIGIOUS DIVERSITY IN AMERICA

Throughout many of the early years in America various groups of settlers, especially the French and Spanish, attempted to Christianize the "heathen" whose religion the Europeans had difficulty appreciating. From St. Augustine to Canada to California priests accompanied the explorer-colonists. Life though was different in the English colonies.

Government and religion worked as one in Massachusetts and Connecticut, with a looser arrangement in Catholic Maryland. Greater differences existed in colonies like New York, Pennsylvania and in the far south. But up and down the coastal colonies one could find Catholics, Puritans, Jews, Lutherans, Quakers, Presbyterians and others in abundance. The Church of England, Anglicanism, found the winning of converts a difficult task and the Revolutionary War which split many a church further weakened this group, which had expected to make great progress in the new world.

Shortly before the Revolution a great revival spread up and down the coast accompanied by a fear among many that the British would attempt to control religion as they moved to control economics and politics. After the war and with the addition of the First Amendment to the new Constitution, the new American government was prevented from showing any official favor toward any religion and Congress was not permitted to restrict in any way the free exercise of religion.

Early in the 19th century deism, a belief in God and reason, attracted a large following and threatened the established religions. In about the same period there arose the transcendentalist movement to further complicate the religious scene. Because so many different shades of Christianity blossoned at once, some religious leaders pressed for simplicity. The Unitarian leader, Parker, preached that Christianity was a simple thing, and Horace Bushnell, from the older faiths, urged simplicity.

As the country spread some groups centered their efforts on reform; for peace, against slavery, for better care of the aged, for prohibition and for reform in private and public life in general. The new enthusiasm even carried the religions abroad; missionaries hastened to China, Hawaii, India, Turkey and Burma to build hospitals and schools and carry religion. At home the YMCA and YWCA were formed. Catholics, fearing that the new public school movement was a disguise for Protestantism, established their parochial school system. Other people directed their energies toward establishing more perfect societies in communities for Shakers, Mormons, or Rappites in New Harmony, Brook Farm or Point Loma, California.

Regardless of their energy, the established churches were often torn by the issue of slavery and then reconstruction. Blacks began to see that separate churches might be the best structures within which to press their own interests. At the same time, all white churches in the south moved even further from their northern counterparts.

Massive immigration between 1870 and 1915 brought new problems for the church and synagogue. Protestants felt threatened by new, large numbers of Catholics and Jews and often reacted by calling for immigration restrictions. The immigrants themselves reacted to the pressures by forming new religious bodies, the Polish National Catholic Church or the divisions in the Jewish faith.

With the industrialization and urbanization of the late 19th century, came a new revival of faith and a call for the application of religious and moral standards to the political and economic life of a disjointed society. Many viewed the changes in America with alarm and tried to "turn her around." The period saw the call for no Sunday mail, no newspapers, no business, no baseball, and, of course, no liquor sales. The Anti-Saloon League and a dozen like organizations attacked alcohol and its effects; the attack for many reached its high point with the 18th Amendment. Charity through the Knights of Columbus, or the Salvation Army and other organizations, attempted rescue of those with physical problems while the Christian Scientists offered a mixture of science and religion directed at urban tensions. To this later religious group, the story of Jesus and the Bible contained the truths for physical and mental healing.

On into the 20th century, the churches and synagogues of America prospered. Traditional religions grew rapidly but new sects showed amazing growth. The Churches of Christ spurted forward; Jehovah's Witnesses experienced their greatest growth. In like manner, the Black Pentecostals as well as Black Muslims widened their appeal in the years after World War II, while in the 1960s Oriental cults and a mix of groups under the heading Scientology competed with the long standing religions. Through the 1960s the established churches faced divisions from within and without; and a drive for unity, begun earlier in the century, took on new vigor. The National Council and World Council of Churches came into existence after 1950 and there was talk of unity among many Protestant faiths, but this drive seemed to slow as the nation entered the 1970s.

America, religiously speaking, strikes most people as a confused place. In 1750 Congregationalists, Presbyterians, and Anglicans, dominated the scene; but by 1850 the Methodists and Baptists were larger than all other Protestant groups and the Roman Catholics outnumbered all.

To these groups must then be added the Universalist-Unitarian, Eastern Orthodox, Church of Jesus Christ of Latter-Day Saints (Mormons) and hundreds of others. Nor are religious trends clear. Since 1800 the percentage of Americans belonging to churches and synagogues has steadily increased. But now the growth seems to have stopped. In 1955 about half of the nation's people participated in weekly services of worship; since that year the percentage has slowly fallen to around forty-two per cent. Is the influence of religion declining? What role has religion played in American history? Has it ever been a major force? These and other questions you may wish to investigate more thoroughly.

April 25/May 1: A Sense of Belonging

TO THE TEACHER:

OBJECTIVES:

1. The students will conduct a survey on organizations their relatives belong to and the reasons for belonging.

2. Given three readings on Indians, settlers in the West, and a street gang, the students will know what symbols, experiences, rituals, common leaders, and other factors are used by societies to make people feel they belong.

3. Given the readings and homework assignment, the students should: a) realize that people today belong to organizations of a much wider geographic distribution than their ancestors; and b) be willing to express an opinion as to cause and effect.

(The focus of this lesson is implied by the title of the Calendar issue: A Sense of Belonging.)

PROCEDURES:

Duplicate pages three and four for use in this lesson.

On the day before the lesson, ask each student to conduct a survey at home on the following: a) To what organizations or groups do your parents and relatives belong? (Try to get at least three); b) Make a list of the organizations or groups you belong to. (e.g. each student belongs to the class that is using this lesson.)

Begin the lesson by having the students read their homework surveys and place a list on the board. The list should include social, political, economic, and religious organizations. For the students, they belong to athletic teams, clubs, their graduating class, the school, a neighborhood group, a church, and so forth. Ask why people belong to organizations and bring out reasons such as: to achieve a particular goal (Christmas club savings, a bridge club, an athletic team); to protect themselves against insecurity; to have a good time and relax.

Hand out the readings on the Indians, the Prairie, and the Neighborhood Group, pages three and four. Ask each group to examine and then list the factors which help to bind the people to the organization described in each reading. When sufficient time has passed, list these items on the board (should include rituals, names, songs, clothing, signs, common experiences, symbols). Lead students to talk about the functions groups like those in the readings perform.

Now have the students reexamine the survey list and the reading list. Ask them: How are the organizations in the readings similar to or different from the organizations listed on the board? The discussion should bring out that they are similar in that they have common factors which bind the people to the groups; they different in that the readings are all of local groups -- confined by set geographical boundaries. The organizationon the board will have many which have a wider distribution of membership. Ask the class to think of some reasons why this occurs. (Their answers might include increased population; mobility because of cars, trains, planes; more time to enjoy activities shared by others, increased affluence.)

Conclude the lesson by having the class discuss: a. Do you think that membership in these outside groups gives the same sense of belonging as membership in more local groups? b. Will outside groups ever completely replace a sense of belonging to a more local area? Why, or why not?

If time permits, you may want the class to list the factors which give us a sense of belonging to the nation, rather than to local communities.

THE INDIANS - 1830S

The Plains-Indians had different societies within each tribe. For example, one tribe consisted of the Stone Hammers, the Kit-foxes, the Lumpwoods, the Little Dogs, the Half-shaved Heads, the Enemies, the Crazy Dogs, the Ravens, the Dogs, and the Bulls. For the individual his society was a club, and at its lodge he would sleep, eat, dance, sing, lounge, and generally have a good time with other members. Each society had public duties of a serious nature. One major duty was that of policing of the people during critical times such as on a hunt, or when packing camp in preparation for a move, or during the Sun Dance -- a very important religious ceremony. Among the Mandan tribe, this important duty was given to the Black Mouths.

Songs played an important part in the societies. They stressed the ideal that its members were to live up to. For example, a Kit-fox of the Oglala Dakota would sing:

I am a Fox
I am supposed to die
If there is anything difficult,
If there is anything dangerous,
That is mine to do.

The rank and file of the Kit-fox organization wore kit-fox skin necklaces, a forehead band decorated with kit-fox jawbones, and at the back of the head a bunch of crow tail feathers and two erect eagle feathers. In a dance the officers painted their bodies yellow, and four of them carrying lances, were under obligation to lead in battle and not to retreat.

At an annual reorganization of the military societies in the spring, as well as on some other occasions, they offered public entertainment by marching in procession or performing a dance outdoors.

THE PRAIRIE - 1880S

Revival meetings lasted three or four weeks and were held each winter at the station churches which usually had - buildings. The usual time for such a meeting was after the corn was shucked and the wood gathered for winter. The hour of meeting was announced as "candle lighting time." Everyone from the surrounding country was there. Families, cold from the ride in the chill winter weather, paused by the big stove to warm before assuming their seats. At a state camp-meeting held near Lincoln, Nebraska, in 1872, there were three or four thousand present.

In the timber country a house-raising was popular. The logs were hewn and made ready for the structure and a house-raising was announced for a given day. The neighbors came from far and near to lay up the walls ready for the rafters.... The day's work closed with a feast which the neighborhood women prepared.

At a "huskin'," the neighbors went to a home, sat in the barn, husked the corn, and shelled it by rubbing a cob on the ear. After two or three hours of this activity, the group went to the house for a good supper. Men, women, and young people, then played all sorts of games and told riddles.

When these settlers touched the soil of the new land schools sprang up as soon as there were children to attend.... The building of the school-house in any neighborhood was an outstanding event. The erection of this building was a date from which occurences were reckoned -- as happening before or after the school-house was built.

Extra-legal organizations were formed to protect the settler in his possession of the land and to act as an arbiter in the case of disputes. The actual names of the different clubs varied greatly. At Bellevue, Nebraska,

the organization was called "The Bellevue Claim Association." Another "The Platte Valley Actual Settlers Club."

The farmers attempted to organize at a very early period. On March 5, 1862, the Kansas State Agricultural Society was organized in the hall of the House of Representatives at the capitol. The Grange brought together the isolated farmers, welded them into a powerful unit with bargaining power, and in a short time, made of them a force to be reckoned with.... The local Grange had four degrees: First -- laborer or maid; Second -- cultivator or shepherdess; Third -- harvester or gleaner; Fourth -- Husbandman or matron. The officers of the respective Granges were addressed as "Worthy."

A NEIGHBORHOOD GROUP - 1975

The Crazyquilts controlled the five block square bounded by Hazelwood Avenue to the east, the river to the north, the huge steel mill on Western Avenue and 62nd Street. Nobody -- and I mean nobody -- crossed into their turf without knowing somebody or without permission from "Fats" or "Mousey." "Mousey". Even when Turk Williams from up the hill came with all of his boys (and they even had their chains and pipes) he didn't get across. It took two days of rapping and cursing and dealing before he was allowed to visit his woman. And then only on Tuesdays and Thursdays....

He got even though. He stopped "Fat's" younger brother from going over to the hill area. Gave him a good beating. Not many stitches, but his little finger got busted in the fight. We came back with our rolled up coins in the pockets, the chains around the legs, and the little razors sticking out of the clothespins. Lots of noise -- and darrrrkkkk! Whew, was it ever dark! The only way we could see each other was by the jackets we wore.... They were something -- blue with our names on the front and pieces of colored material sewed on the back. The more colors the better the jacket. You could add another piece every time you joined in one of the gang's activities, like the fight with Turk and his jokers -- or the dance we sponsored for the Jones family, or the clean-up campaign the fuzz talked us into (made us feel good, though none of the leaders let on to that).

Even the older ex-members came around when we had a dance. There were so many of them that only if they knew the handshake would we let them in. They'd eat too much. On other times, the only way a dude would get in is if he knew the password. We changed them every month. "Fats" got a hold of a book on the Chinese calendar and for a while he used such things as the Year of the Locust as the password. The guard at the door -- we called them Stitches -- would say, "The Year of, (or the Month of) ..." and the person trying to get in would have to say the end of it.

The only other thing I can think of was our song. Wasn't much - but some of the younger members thought it was real good. I must admit, it did give you goose bumps when we would all stand up at our Thursday meeting and sing the song. What with the candles and the little mirrors hanging from the strings, and the pictures and that crazy yellow skull that one of the guys had found staring out at you. You know, I belonged -- we all were together and that's what counted. You needed backup guys in that place.

Life, Liberty and the Pursuit of Happiness

May 2 through
May 29, 1976

May 2/8: The Rugged Individualist

TO THE TEACHER:

OBJECTIVES:

1. Students should be able, collectively and individually, to establish some criteria with which to measure "individualism."

2. Using their criteria and five biographical sketches, students should be able and willing to discuss the question: Are and were these persons "individualists?"

PROCEDURES:

On the day before the lesson is to be used, read the Calendar passage aloud and ask the students to prepare an answer for the question: What is an individualist? Give four examples of individuals whom you feel are "rugged" individualists. This task should be done at home. Ask the students to jot down some notes so they can share their ideas with the class on the following day.

Begin the class period on the lesson day by recording the criteria for individualism on the chalkboard. Record conflicting ideas which the class has some difficulty accepting, as well as those pretty generally agreed on.

Pass out pages 2,3,4,5, and 6 and ask the students to study these brief sketches for a few minutes. A little more than half way through the class period, reestablish the class discussion and ask the general question: Were all of the people about whom you read individualists? The readings are diverse enough that they should provoke a discussion.

You might stimulate the discussion by asking: Were your criteria useful? Why did you have some doubts about one of the women? Can a person be an individualist without doing so at someone else's expense? Is "do your own thing" a good or bad attitude in this society?

How much of a "rugged" individualist can one be in a country where everyone is presumably treated equally? Who are individualists today? What individualists can you think of from the past?

Why do you think of the names you do? Do they meet your criteria? What examples of individualism do you see around you almost daily? Would we be better off in America if we started emphasizing the group more and the individual less? Does individualism have to be rugged to be real?

E. A HOUSEWIFE IN THE '70s

My life was not too different from most girls born in the midwest in the middle of the 20th century. I enjoyed school, worked during the summers while in high school and dated occasionally. Though neither my father nor mother attended college, I was determined to at least have that experience, and in the early 1950s I enrolled at a small church college not far from the place where I was born. Having enjoyed secretarial kinds of work, I decided to pursue the same in college and earned part of my expenses by working in several offices near the school itself.

By the time I was 21, after completing two years of college, I was engaged and had decided to begin full time work in order to save money. Two years later I married and continued to work full time to put my husband through graduate school. When he had completed school and taken a job, we moved from an apartment to our own home in the suburbs and began to raise a family. I found myself fully enjoying my duties as a housewife even though lonely and bored at times. Our family of four later moved back into the city, where, when the children were in school, I found myself with more free time and some new pressures as the 1960s approached.

To many women of my age, the women's rights movement presented both promise and problems. For longer periods of time I felt uncomfortable in my role as housewife. On the one hand I enjoyed it, but the society in subtle ways told me that I should be doing more, making more of my life. I found myself back in school, enjoying being outside the home but pressured by guilt feelings when family things did not get done. By 1968 I had been graduated from college with a high grade point average; I did volunteer work, studied art and did well at it, and continued my work at college in another field.

Even today, operating under about the same kind of schedule, I have very mixed feelings and desires. I enjoy simply being a housewife and watching my family mature; but, on the other hand, so many women now are almost expected to be out in the work world. One feels guilty because the society pays little respect to the woman who decides that she enjoys being a wife and mother in an age of women's rights.

RDC390

May 9/15: The Dream of Success

TO THE TEACHER:

OBJECTIVES:

1. Given 43 pieces of historical data, the students will determine which show opportunities in the past and present, and which show little or no opportunities in the past or present.

2. The students should be willing to participate in group discussion based on the historical data and on the question about opportunity in America -- then and now.

3. Students should be willing to express an opinion on the question of American opportunities, then and now, and to share that opinion with the class.

(This lesson focuses on the Calendar question: America, after all, was the land of opportunity. Is it still?)

PROCEDURES:

On the day before the lesson, duplicate the following pages; prepare one copy for each five students in the class.

Begin the lesson by placing on the board the Calendar question: America, after all, was the land of opportunity. Is it still?

Explain to the class that the exercise will focus on that question and on one other, implied in the statement; namely: Was the United States a land of opportunity in the past? (Write this question, also, on the board.) To help the students answer the questions, they will use 43 pieces of historical data which they are to:
a) Arrange within the time period according to their support or non-support of America as a land of opportunity (e.g. Item #1 - Irish need not Apply - would be classified as a non-support item.);
b) Arrive at a group consensus to answer the questions.

Divide the class into groups of five or six students and distribute the handouts. (It is not necessary for each student in a group to read each of the 43 pieces of data.) This part of the lesson should take approximately 30 minutes. About 5 to 8 minutes before general class discussion, tell the groups that they should begin working on a group statement on the two questions, and should have the evidence arranged to prove their answers.

The last 15 minutes of the period should be spent on a general class discussion. (It should be noted that there is insufficient data to prove or disprove their thesis; however, the data is representative enough to provide the students with a background for a working hypothesis.)

Ask the groups to give their statements on each of the questions, making sure that they state their data as proof.

DATA

1. IRISH NEED NOT APPLY
(Sign in Boston, 1847)

2. In the United States a man builds a house to spend his latter years in it, and he sells it before the roof is on: he plants a garden, and lets it just as the trees are coming into bearing; he brings a field into tillage, and leaves other men to gather the crops: he embraces a profession, and gives it up: he settles in a place, which he soon afterward leaves, to carry his changeable longings elsewhere. If his private affairs leave him any leisure, he instantly plunges into the vortex of politics; and if at the end of a year of unremitting labour he finds he has a few days' vacation, his eager curiosity whirls him over the vast extent of the United States, and he will travel fifteen hundred miles in a few days to shake off his happiness.
(From Alexis de Tocqueville, Democracy in America, 1835.)

3. From a letter written in the 1870s: "Thare is good land on the Missouri for a poar man's home," one man wrote back to his Eastern friends. "We are in the land of the living and in the place of hope."

4. In America most of the rich men were formerly poor . . . . They have felt the sting of want; they were long a prey to adverse fortunes.
(Tocqueville, Democracy in America, - 1835)

5. By 1787 there were already nearly 700,000 slaves in the U.S., and the number was increasing steadily. Between 1767 and 1790 over 80,000 slaves were taken from Africa annually, the majority for use in the U.S.: between 1775 and 1790, the slave population of the U.S. grew by nearly 40%.

6. Expectation of Life at Birth, Massachusetts, 1789-1929

	1789	1855	1929
Males - - - (years)	34.5	38.7	58.1
Females - - - "	36.5	40.9	61.4

7. The dwelling houses of the masses of Americans, their food . . . and their external appearance in dress, is also more decent and neat than that of Europeans . . . . . The average of Americans are better housed and fed, are far better and more substantially dressed than the average of Europeans. . . . The Yankee always tries to increase his stock of knowledge. . . .
(From Adam G. De Gurowski, America and Europe (New York, 1857.)

8. In early America: A wife could own no property -- whatever was hers, through work or through inheritance, automatically belonged to her husband (although what was his was his alone). The children were his by law, and she had no right to them; if her husband died, his will could provide that they be taken from her and raised by the guardian he named. If she left her husband for any reason he could compel her to return, by law or by physical force.

9. A common class of advertising in the 18th Century was an ad for the runaway bond servant. The availability of free land to the west provided opportunity for indentured servants to begin a new life free from legal bondage. A typical ad appeared in the Pennsylvania Packet and General Advertiser, February 10, 1772: Forty Shillings Reward -- Run away from Mr. Richard Dallam's on Swan Creek, in Baltimore county, on Monday the 13th . . . a servant man belonging to the subscriber, imported the last season from Dublin, middle aged, of low stature, well set, calls himself Neal M'Lachland, a native of Ireland, and speaks much in that country dialect. . . .

10. The 15th Amendment to the Constitution (1870): Section 1. The right of citizens of the United States to vote shall not be denied or abridged by the United States or any state on account of race, color, or previous condition of servitude.

11. Interstate traffic in slaves had become big business by 1820, and the best way to protect the mounting prices was to control the supply. The traders of Baltimore, Richmond and Washington employed every device to dominate the market. Coffles, slave pens and the auction block were common sights in the nation's capital and elsewhere. By 1860 prime field hands that sold for $1,000 in Virginia were bringing $1,500 on the New Orleans market.

12. In a democratic society like that of the United States . . . fortunes are scanty . . . . . The equality of conditions (that) gives some resources to all the members of the community . . . also prevents any of them from having resources of great extent. (Tocqueville, Democracy in America, 1835)

13. In the 1870s, homesteaders rushed by steamer, oxcart, or covered wagon to Burleigh County, North Dakota. Here a man could get land either free or cheap, where the dark soil favored corn and prairie grass hay.

After 1910 the local commerce club issued a pamphlet with these words on the cover: The man who said there were no more chances for a poor man never heard of Burleigh County.

The club said all the county needed was more people -- it already had 14,000 which was up 100 per cent from 1900; it had good prairie land for sale at $20-$25 an acre and improved land for $30 to $40 compared to prices of up to $200 in older communities.

The story of pioneering in Burleigh County may have been told most concisely by C.D. Rodgers of McKenzie who wrote:

"We came here in the spring of 1883. We brought with us three head of horses, three head of cows, and just about money enough to file on a claim and build a claim shanty.

"From this start we have made a good living, sent three of the four children through high school, . . . and now have 480 acres of land, over a hundred head of stock, a comfortable home with trees . . . and an independence we never could have attained in the older states where so much that one makes must be paid for rent."

14. Which I wish to remark,
And my language is plain,
That for ways that are dark
And for tricks that are vain,
The heathen Chinee is peculiar
Which the same I would rise to explain.

(Bret Harte, in Language from Truthful James)

15. 1892:
Working in Italy picking grapes - about 50¢ to $1.00 a week.
Working in steel factory, Pittsburgh as a common laborer $1.25 a day.

16. Again in respect to clothing, what struck Europeans was not so much the magnificence of the wealthy -- though some did mention that -- as the respectable appearance of the working class. What with the absence of class distinctions in dress, the greater purchasing power of the workers, and the use of inexpensive, ready-made clothing, it sometimes appeared that American men all wore a sort of uniform of black coat and trousers.
(Source: Edgar W. Martin, The Standard of Living in 1860. Chicago, 1942.)

17. From a Union Pacific Railroad Company advertisement in the 1870s:
Now is the Time to secure a HOME in the GREAT CENTRAL BELT OF POPULATION and wealth on the line of the WORLD'S highway. - 3,000,000 Acres in Eastern Nebraska - Cheaper in price, more favorable terms given, and more convenient to Market than can be found elsewhere FREE HOMESTEADS for Actual settlers! - Free passes to purchasers of Railroad Land.

18. The 19th Amendment to the Constitution (1920): Section 1. The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any state on account of sex.

19. From 1960 through 1973, economic growth reduced the number of Americans living below the Government's defined poverty line -- from 40 million out of 179 million to fewer than 23 million out of 211 million. But last year (1974) 800,000 to 1.5 million slid back into poverty because of the combination of recession and inflation.

20. Business opportunities - 1975

9010 Business Opportunities 9010 Business Opportunities

DENVER 1975

BUSINESS BROKERAGE DIVISION OF: Heller-Mark & Co.

COLORADO'S LARGEST BUSINESS BROKER

QUALITY BAKERY

Established for 26 years, this shop enjoys the finest reputation in the area for producing the best in cakes, cookies and breads. Equipment has been designed by the owner. It is located in a busy East Denver shopping center area. Sales are approximately $300,000 per year and includes sales to some of the most exclusive restaurants in the area. Will sell this excellent opportunity for the value of the equipment. Call Mr. Berman, 388-6306.

FRANCHISED GIFT SHOP

A proven money maker in a well established shopping center. Attractive 4,800 sq. ft. store carrying nationally known brands. Has a good lease, low rent. Terms are very flexible. A new owner will receive complete and thorough training. Call Mr. Justman, 388-6306.

COCKTAIL LOUNGE

East Colfax. Grossing over $13,000 month! Min. food — no entertainment. Shows real well. Excellent equipment. This lounge has always been a winner. Has a long term lease at low, low rent. Terms can be arranged. For more particulars call Mr. Lapin, 388-6306.

21. Median earnings for full-time workers employed year round (1970):

White men	$7,396
Negro men	4,777
White women	4,279
Negro women	3,194

(Source: A Matter of Simple Justice. The Report of the President's Task Force on Women's Rights and Responsibilities, April, 1970.)

22. John F. Kennedy, an Irish-Catholic, becomes President of the United States 1960.

23. Now look at the Nash-Kelvinator Corporation. This is one of the little independents that is having a hard time getting along in the world. Mr. G.W. Mason of Nash-Kelvinator Company last year, got $300,925 -- $150 per hour, yet he got a pension plan.

International Harvester -- so that the International Harvester boys do not feel slighted -- Fowler McCormick made $161,000 last year, and when he is too old to work and too young to die he gets $40,000 a year pension from International Harvester.

And so the aircraft boys don't think that their industry is excluded, Mr. Leonard Hobbs of United Aircraft Company -- he is just a measly vice-president -- made $95,000 last year, and when he gets too old to work and he is too young to die, he will get a $12,337 per year pension. I just say to you people that we say to America -- we say to American industry, if you can afford to pay pension plans to people who don't need them, then by the eternal gods you are going to have to pay them to people who do need them, the guys in the shop.

We want a hospital and medical plan. We want to remove the economic barriers which block good health to the average family in America. I don't speak with simply academic knowledge on this problem. I lay in four different hospitals over a period of months, and I tell you, you have to be a millionaire to afford medical care in America. (Source: "Too Old to Work; Too Young to Die," speech by Walter Reuther, Labor Leader, 1949.)

24. Unemployment is high among all groups in the labor force. It has idled

1 out of 16 adult men,
1 out of 12 adult women,
1 out of 5 teen-agers,
1 out of 6 young Viet Nam veterans,
1 out of 14 whites,
1 out of 7 non-whites,
1 out of 9 blue-collar workers,
1 out of 19 heads of households.

25. MORE AND MORE ATTENDING COLLEGE

Ages 18 to 21, numbers enrolled

	1967	1972
Whites	3,793,000	4,328,000
Blacks	246,000	397,000
Other non-whites	61,000	71,000

Thus: Enrollment of whites is up 14%, blacks 61%, others 16%.

26. (1975) The first black four-star general in U.S. history -- General Daniel "Chappie" James Jr. -- was recently given the assignment of chief of the North American Air Defense Command, headquartered in Colorado Springs, Colorado. NORAD has overall responsibility for the Defense Early Warning system, which protects the U.S. and Canada against air and rocket attack.

27. From The National Observer, October 4, 1975. p.3

28. Thurgood Marshall -- the first black appointed to the United States Supreme Court. (1960s)

29. The last to be hired; the first to be fired.

30. From a Denver newspaper - 1975

31. A Census Bureau study revealed that the income gap between white and black families has begun to widen again, after having narrowed in the 1960s. The study found that the median annual income of black families in 1973 was $7,269 or 58% of the $12,595 for white families. This compared with a high of 61% in 1969 and 1970. The Bureau also indicated that in recent years the proportion of black families headed by women - who generally earn less than men - has increased and the number of blacks and other minority members moving to better-paying jobs has slowed.

32. Foreign Travel
Travelers and Expenditures: 1950-1973

	1950	1960	1970	1973
Total overseas travelers (in thousands)	676	1,634	5,260	6,933
Total expenditures (in millions)	1,022	2,623	6,180	8,316

33. A RISE IN INCOME EARNERS

Young people with incomes -

	1961	1971
MALES		
14 to 19	4,533,000	6,885,000
20 to 24	4,664,000	7,762,000
FEMALES		
14 to 19	3,857,000	5,647,000
20 to 24	3,662,000	6,866,000

AND IN MONEY TO SPEND

Median incomes of young people -

	1961	1971
MALES		
14 to 19	$399	$685
20 to 24	$3,654	$4,132
FEMALES		
14 to 19	$373	$491
20 to 24	$1,620	$2,623

(Source: U.S. Census Bureau)

34. Brown v Board of Education (1954): The Court declared state-enforced segregation in public schools to be unlawful. Segregation solely on the basis of race deprives the minority group of equal protection of the laws.

35. Middle income ($7,000-$15,000). Per cent in each family income group.

Year	White	Nonwhite
1960	32.5	13.0
1964	41.7	18.6
1968	50.2	31.6

36. Jose Zorrilla, who had run a plastics plant in Cuba, found himself a plastics production job in Los Angeles when he came to the United States. Less than two years later he started his own business on $2,000 and now turns out $1 million worth of toys a year.

Architect Jorge de Quesada arrived virtually without a cent. He first joined a small architectural firm in California, then in 1966 went into business for himself. Since then he has designed more than $10 million worth of buildings.

37. Some 400,000 of the total 550,000 Indians in the United States live on approximately two hundred reservations in 26 states. The reservations exist as poverty-stricken islands surrounded by an ocean of American bounty. . . . About 90% of Indians live in tin-roofed shacks, leaky adobe huts, brush shelters, and even abandoned automobiles. Approximately 60% still haul their drinking water. . . Indian unemployment ranges between forty and seventy-five percent . . . . The average red family lives on $30 a week. . . . The average age of death of an Indian today is forty-three years, for a white, sixty-eight years. . . .
(Source: Peter Farb. Man's Rise to Civilization as Shown by the Indians of North America from Primeval Times to the Coming of the Industrial State. E. P. Dutton & Company, Inc. 1968.)

00107

38. Cesar Chavez, head of the United Farmworkers Union.

39. Our investigations reveal that MexicanAmerican citizens are subject to unduly harsh treatment by law enforcement officers, that they are often arrested on insufficient grounds, receive physical and verbal abuse, and penalties which are disproportionately severe. (United States Commission on Civil Rights, Mexican Americans and the Administration of Justice in the Southwest March 1970.)

40. Employment - Help Wanted - 1975 (A Denver, Colorado, newspaper advertised job opportunities for the following):

Accounts Receivable Clerk	Drapery Seamstress
Apartment Manager	Engineer - Digital
Appliance Salesman	General Office work
Auto Body Man	Housekeeper
Beautician	Insurance Appraiser
Body Shop Manager	Instructor
Bookkeeper	Linehaul Dispatcher
Bus Boys	Land Salesman
Buyer	Legal Secretary
Camper Mechanic	Loan Man
Carpentry Foreman	Lumber Yard Foreman
City Drivers	Machinists
Collectors	Maid
Cook	Medical Secretary
Counselor	Medical Transcriber
Draftsman	Meat Cutters
	Parts Man

41. The National Economic Growth and Reconstruction Organization began in 1964 with $2,000 in capital. It now claims (1967) a $1 million payroll and $3 million in assets. It already has a string of subsidiaries that include a small Queens hospital, a chemical corporation, a clothing factory and a construction company -- all owned and operated by Negroes.

42. WE ARE AN EQUAL-OPPORTUNITY EMPLOYMENT COMPANY

43. From an open letter to the American people -- Kenneth G. Meades, an Englishman, Cortland, New York: In little more than 300 years Americans have made their land the richest, most powerful land in the world. If you remember they began with nothing but their bare hands, they built the most fabulous way of life man has ever seen -- leaving the other nations to snap at Uncle Sam's heels . . . . In the six years I have lived here America has given opportunity to me, just as she does all immigrants to this country. We arrive all colors, races and creeds, speaking the babel of fifty languages. America takes us by the thousands each year and offers us to build for ourselves this life we share with Americans. She does this free and clear -- open handedly sharing her wealth and opportunity with all of us who ask for entrance. . .

May 16/22: The Pursuit of Pleasure

TO THE TEACHER:

OBJECTIVES:

1. Students should be willing and able, using their own surveys and two pages of data, to debate the pros and cons of four issues which center on the pursuit of pleasure in the United States.

2. Students, in closing this lesson, should be able to make some summary statements about the pursuit of pleasure in the U.S.

3. Students should be willing to conduct a short survey of three other persons, focusing on their feelings about pleasure and the kinds of activities which provide pleasure.

PROCEDURES:

On the day before the lesson is to be used, send home with each student a copy of page three, and ask each student to conduct the survey as directed. These are to be brought back to class on the following day.

Begin the period with a very brief (10-15 minute) discussion of the completed surveys. Several questions could enter into the discussion: Why do our attitudes about what is pleasurable differ? Where or how do we learn about pleasure? Do columns A and B of part two of the survey agree with one another? If not, what does this tell you about the people whom you surveyed? What portion of the pleasurable activities are free? costly? active? passive? non-material? depend on material things? Which involve or take leisure time? Which do not necessarily depend on leisure time?

Next, hand out pages four through six, which have to do with some Americans' concepts of the pleasurable things of life in the past and present. (These readings are necessarily brief, but we hope that they, in conjunction with the surveys, will provide a base from which to operate in the discussions which follow.) You will probably need to allow about 10 minutes for the students to study these two pages. Ask students for some general statements about change and the causes for change in the pursuit of pleasure.

When the majority of the class has had an opportunity to study the material, reconvene the entire class. Begin the discussion section of the period with a general question, like: What changes did you note in the way people spent their leisure time? or, How did the pleasurable activities noted in your survey differ from these enjoyed by people in the past?

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Divide the class into two large groups, one "pro" and the other "anti." Place one of the following value statements on the board and ask the students to mentally prepare arguments, depending on their group, in defense of or in opposition to the specific statement.

The following statements having to do with leisure, pleasure, and idleness might serve as stimulants to debate.

1. People are happier now than earlier in American history because we have more things to do.
2. Because the American society is left with more and more leisure time, we should compel young people to learn how to enjoy their leisure.
3. Pleasure and leisure are the same.
4. It is good that we have more leisure time now than before and less idle time.
5. People in America, especially young people, are less likely to be bored today than in the past because we have so many things to do.

When it comes to the subject of pleasure, there are very few concrete answers available to questions surrounding the issue. In discussion of these value questions, we should not be looking specifically for "hard" answers, but this seems like a good time to encourage students to clarify their thinking on the subject of pleasure, etc.

In closing the period, you may want to ask the class to write a concluding essay around such topics as:

a. The meaning and search for pleasure in America have changed over the last 200 years.
b. To relax rather than move ahead is the deadly sin of the new Puritan of today.

Surveying Yourself:

List five things you do for fun.

1. _____

2. _____

3. _____

4. _____

5. _____

Surveying Others: (Are the things people do for pleasure similar to the things they would like to do?)

Number 1:
What do you do for recreation, or your own pleasure?

1. _____

2. _____

3. _____

What would you like to do (If you had time, money, freedom from job, school, etc.)?

1. _____

2. _____

3. _____

Number 2:
What do you do for recreation, or your own pleasure?

1. _____

2. _____

3. _____

What would you like to do (If you had time, money, freedom from job, school, etc.)?

1. _____

2. _____

3. _____

Number 3:
What do you do for recreation, or your own pleasure?

1. _____

2. _____

3. _____

What would you like to do (If you had time, money, freedom from job, school, etc.)?

1. _____

2. _____

3. _____

00111

WHAT'S FUN?

1. The following is adapted from accounts of an Englishman traveling in America in 1780-82. He described the way some of the people in Virginia sought pleasure.

The middle and lower classes of Virginia seek pleasure in such ways that give pain to any thinking person. They take part in horse racing, cock fighting and boxing matches and will neglect their work to do so. The boxing matches are particularly savage for in these matches they bit, gouge out eyes, and freely kick one another in the groin. After the first stage, involving fists, they fasten on the nose or ears of their opponents with their teeth or scoop out an eye. Many a cyclops roams the Virginia woods. This is no traveler's exaggeration.

In the summer months it is very common to make a party on horse-back to a limestone spring, near which there is some little hut with liquor if the participants did not bring their own.

2. "The Devil finds work for idle hands" -- Puritan saying in 1600s.

2. "The Devil finds work for idle hands." -- Puritan saying in the 1600s.

3. The following excerpts from Sodhouse Frontier 1854-1890 by Everett Dick describe some of the ways people sought pleasure on the frontier in the later 1800s:

"One of the first types of social diversion in a new community was the 'bee.' It assumed many forms. In the timber country a house raising was popular.

"Of all frontier amusements, dancing continued to hold first place.... On the rawer frontier the dances were, if anything, even less formal and more hilarious. It was a true leveler in which staid matrons, grave gentlemen of years, and little children, all mingled.

"The pioneer farmers always attended court for the gossip and entertainment it afforded. They traveled miles to attend this show.

"In the later seventies with the advent of black-boards, ciphering matches became popular amusement. Each neighborhood had its champions which it was ready to match against all comers.

"Barbecues were popular in the earliest years of settlement.

"The first Fourth of July celebration at Blue Springs, Nebraska, was held in 1859. For two months before the holiday everybody who passed was invited to come to the celebration and to bring his skillet.... A committee of three was appointed to catch catfish during the three weeks prior to the celebration. By the Fourth these men had over a thousand pounds of large catfish penned up in the mouth of a nearby creek.... Another committee of three built a brush canopy and secured boards at a sawmill for a forty foot table and for a dance platform."

4. Fort Collins, Colorado, 1975. 40,000 persons pay $10 a piece to hear and see the Rolling Stones.

5. In 1900 there were 10 symphony orchestras in the country; today there are about 1200. People in 1965 spent about $500 million every year on concert tickets. In 1934, 500 records of Beethoven's Ninth Symphony were bought, and in 1954, 75,000.

6. Book title: 101 Ways of Making Money in Your Spare Time

00113

SELECTED RECREATIONAL ACTIVITIES: 1973

Activity	Unit	1973
Baseball, major leagues:		
Attendance	1,000	30,467
Softball, amateur, Amateur Softball Association of America.		
Teams	1,000	860
Golf, Nat'l Golf Foundation, Inc.		
Golfers	1,000	11,000
Basketball, professional, attendance		
National Basketball Assoc.	1,000	6,834
American Basketball Assoc.:		
Regular season	1,000	2,400
Playoffs	1,000	364
Football		
College, National Collegiate Athletic Association:		
Attendance	1,000	31,283
Professional, Nat'l Football		
Attendance	1,000	11,257
Boxing, professional matches:		
Receipts, gross	$1,000	12,634
Racing, National Association of State Racing Commissioners:		
Horseracing:		
Attendance	1,000	73,753
Parimutuel turnover	Mil.Dol.	6,889
Greyhound racing:		
Attendance	1,000	14,698
Parimutuel turnover	Mil.Dol.	993
Bowling:		
Tenpin, American Bowling Congress		
Establishments	Number	8,674

SELECTED RECREATIONAL ACTIVITIES: 1973

Activity	Unit	1973
Motion picture theaters		
Number	1,000	15
Four-wall	1,000	11
Drive-in	1,000	4
Receipts, box office	Mil.dol.	1,431
Admission, average price	Dollars	1.76
Outboard motors and boats		
Motors in use	1,000	7,510
Motors sold	1,000	585
Value, retail	Mil.Dol.	503
Horsepower, average	(x)	40.8
Outboard boats sold	1,000	448
Value, retail	Mil.Dol.	325
Length, average	Feet	15.4
Inboard/outdrive boats sold	1,000	78
Value, retail	Mil.Dol.	410
Boat trailers sold	1,000	330
Value, retail	Mil.Dol.	94

00114

PERSONAL CONSUMPTION EXPENDITURES FOR RECREATION
1972 (In millions of dollars)

Type of Product or Service	1972
Total recreation expenditures	47,826
Books and maps	3,747
Magazines, newspapers, and sheet music	4,670
Nondurable toys and sport supplies	7,107
Wheel goods, durable toys, sports equipment, boats, and pleasure aircraft	6,339
Radio and television receivers, records, and musical instruments	11,406
Radio and television repair	1,539
Flowers, seed, and potted plants	1,834
Admissions to specified amusements	2,631
Motion picture theaters	1,234
Legitimate theaters and opera, and entertainments of nonprofit institutions (except athletics)	827
Spectator sports	570
Clubs and fraternal organizations	1,229
Commercial participant amusements	2,098
Pari-mutuel net receipts	1,207
Other	4,019

PERFORMING ARTS -- SELECTED DATA: 1973

Item		1973
Theater, legitimate, New York City:		
Broadway shows		75
New productions		45
Performances		8,180
Off Broadway shows		96
New productions		79
Performances		5,760
Opera companies		817
Performances		5,993
Orchestras:		
Symphony		1,463
College		300
Community		1,017
Urban		36
Metropolitan		82
Major		28
Musicians		2,454
Concerts played		4,531
Attendance	1,000s	10,834
Gross expenditures	$1,000s	75,624

WHAT'S FUN?

PARTICIPATION IN SELECTED OUTDOOR RECREATION ACTIVITIES
1972 (Persons 12 years old and over)

Activity	Participants (millions)	Participants as percentage of total population
Camping in remote or wilderness areas	7.7	5
Camping in developed camp grounds	17.5	11
Hunting	22.2	14
Fishing	38.0	24
Riding motorcycles off the road	7.4	5
Hiking with a pack, mountain/rock climbing	8.6	5
Nature walks	26.7	17
Walking for pleasure	54.2	34
Bicycling	16.7	10
Horseback riding	8.7	5
Water skiing	8.5	5
Sailing	4.1	3
Other boating	23.3	15
Outdoor pool swimming	28.5	18
Other swimming outdoors	53.8	34
Golf	7.7	5
Tennis	8.6	5
Playing other outdoor games or sports	35.0	22
Going to outdoor sports events	18.9	12
Visiting zoos, fairs, amusement parks	38.7	24
Sightseeing	59.8	37
Picnicking	74.4	47
Driving for pleasure	54.5	34
Snow skiing	7.2	5
Snowmobiling	7.2	5
Other winter sports	24.8	16

(Source: U.S. Bureau of Outdoor Recreation, unpublished data.)

May 23/29: The Fruits of Wisdom

TO THE TEACHER:

OBJECTIVES:

1. Students will debate the current value of an important American tradition.

2. They will consider that tradition's effects upon one or more major American institutions.

3. They will have an opportunity to review topics previously treated in these units.

PROCEDURES:

Review, duplicate, and distribute the brief reading and questions on page two. The reading may be done in class or overnight. When it is distributed, specify which of the nine questions you wish students to consider. You may wish to have them consider all.

Then, either:

a. engage in general discussion of the hypothetical consequences which would have resulted, had the nation begun with a different political theory than it did, (using the specified questions as starting points), or

b. stage a debate on one or more of the specified questions (e.g., "Resolved: If we had begun the nation believing in political theory B, we would never have adopted a Bill of Rights.")

Conclude with a general discussion of the questions:

Do traditions make a difference?
Should we be more respectful of those we have?

00116

THE WEIGHT OF TRADITION

The American Issues Forum Calendar for this concluding week poses the following problem:

> "Americans are always looking for something better, something newer, 'getting with it!' ... In doing so, do we neglect the values of the past? ... Do we squander ... our traditions?"

Does what was said and believed 200 years ago really make any difference today?

To begin to answer this question, consider whether American institutions would be significantly different today, if the Declaration of Independence had contended, and the Revolutionary generation accepted, B instead of A:

A.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed.

B.

We hold these truths to be self-evident, that all men are endowed by their Creator with differing abilities, from which arise differences in wealth, opinions, and interests. To protect and preserve these natural differences, governments are instituted among men, deriving their just power to reconcile, and, if need be, suppress, the dangerous quarrels these differences inevitably provoke, from the implied consent each man gives to all acts of that government, so long as he chooses to live within the territory controlled by it.

Then consider the following questions (your instructor may ask you to concentrate on only some of them):

QUESTIONS

Had We Accepted Version "B":

1. Would we have freely accepted millions of immigrants, from diverse cultures, into our society?
2. Would we have distributed land ownership the way we did?
3. Would we have a Bill of Rights?
4. Would Congress and/or the President have substantially different Constitutional powers?
5. Would organized labor be free to bargain collectively?
6. Would we have a private enterprise system?
7. Would public and Congressional opinion play as large a role in influencing foreign policy as it has?
8. Would education be controlled by the national government?
9. Would Americans be as individualistic as they have been?

Colorado, Montana, North Dakota, South Dakota, Utah, Wyoming

Regional Bibliography

A HELPFUL BOOKS-GUIDE FOR THE

American issues forum:
A national bicentennial program

This bibliography supplements the two prepared by the American Library Association, *Bicentennial Reading, Viewing, Listening,* for the American Issues Forum. The Regional Bibliography's main section contains in-print materials and starts with a listing of general books. This is followed by lists arranged by monthly AIF topics. Additional books of regional interest are arranged by state, in the Addenda. Some materials in the Addenda are out-of-print, but may be available from local library collections. Reprinting of this Regional Bibliography is permitted and encouraged.

Designed by the AIF Regional Program Office, serving the states of Colorado, Montana, North Dakota, South Dakota, Utah, and Wyoming.

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American Issues Forum Regional Office
University of Denver
Denver, Colorado
1975

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REGIONAL BIBLIOGRAPHY

GENERAL

WESTWARD THE BRITON by R. G. Athearn. The description of the American Far West from the completion of the transcontinental railroad in 1869 to 1900 as reported by some 300 visiting Englishmen. Peter Smith, $4.25.

SOD HOUSE FRONTIER, 1854-1890 by Everett Dick. A social history of the northern plains from the creation of Kansas and Nebraska to the admission of the Dakotas. Johnsen, $7.95.

THE BIG SKY by Alfred Bertram Guthrie. A novel of the opening of the American West, during the years 1830-1843. The story of the primitive life of the frontier, with its dirt, savagery, and Indians. Bantam, paperback, $1.25.

THE DARK MISSOURI by Henry C. Hart. An analysis of the economic and social problems of the Missouri Valley. The author discusses the river basin development. University of Wisconsin Press, $10.

MONTANA MARGIN'S: A STATE ANTHOLOGY by Joseph K. Howard. An anthology of poetry and prose, all about the state of Montana, which covers the period from Indian days to the present. Books for Libraries, $18.50.

MONTANA: HIGH, WIDE AND HANDSOME by Joseph K. Howard. A history of the state including thorough sections on homesteading and the squandering of the states resources. Yale University Press, $15.

HISTORY OF WYOMING by T. A. Larson. A history of the state covering territorial and state developments, the influence of the explorers, the Indians, and the early Union Pacific Railroad. Political and economic events are supported with social and cultural background. University of Nebraska Press, $8.95.

THE BICENTENNIAL BOOK: A TRAVELER'S GUIDE TO AMERICA'S 200TH BIRTHDAY by Robert Lawlor. A guide directed to Americans on vacation during the next two years--particularly those traveling by car. Over 500 Bicentennial events are described, giving times, dates, and places. Dell, paperback, $1.50.

CENTENNIAL by James Michener. An epic novel about the settlement of the West, centered in "Centennial, Colorado." Presents an astute picture of the land, the people, the times, and their relationships with one another. Random, $10.95.

THE GREAT SALT LAKE by Dale L. Morgan. The story of Great Salt Lake and its tributary area from the earliest geologic period to the present time. The author included a summary narrative of the many exploring and trading expeditions, Spanish, British, and American, through whose combined acitvities the Great Basin was made known to the civilized world. University of New Mexico Press, paperback, $3.95.

AMONG THE MORMONS: HISTORIC ACCOUNTS BY CONTEMPORARY OBSERVERS by William A. Mulder and A. Russell Mortensen. A rich anthology and a remarkably detailed history. University of Nebraska Press, paperback, $2.45.

WESTWARD THE WOMAN by Nancy W. Ross. Stories of the women of all classes, from missionaries and doctors to captives and dollar-a-dance girls, who helped to build the American West. Ballantine, paperback, $1.25.

HISTORY OF SOUTH DAKOTA by Samuel Herbert Schell. A historical analysis of the state of South Dakota. University of Nebraska Press, $8.95.

VIRGIN LAND: THE AMERICAN WEST AS SYMBOL AND MYTH by Henry N. Smith. A study of the manner in which the West of the nineteenth century influenced and shaped the life and character of American society. Random House, paperback, $1.95.

00119

GENERAL-continued

NEWPORT IN THE ROCKIES: THE LIFE AND GOOD TIMES OF COLORADO SPRINGS by Marshall Sprague. A story about an assortment of men and women who built a town with unique charms. Anecdotal and well-illustrated with many old and rare photographs. Swallow, $6.95.

THE MOUNTAIN LION by Jean Stafford. A novel that portrays a boy and a girl escaping from their unattractive home to an uncle's ranch in Colorado, only to face the problem of escaping from each other. Farrar, Straus & Giroux, $6.95.

MONTANA: AN UNCOMMON LAND by K. Ross Toole. A history of the state with reference to its early despoiling by absentee landlords and by trappers, traders, miners, cattle and sheepmen. University of Oklahoma Press, $5.95.

THE GREAT PLAINS by Walter P. Webb. A classic study of the plains region of the U.S., the problems of settlement and the solutions attempted. Grosset & Dunlap, paperback, $2.95.

A NATION OF NATIONS
AUGUST 31-SEPTEMBER 27, 1975

WILLIAM TECUMSECH SHERMAN AND THE SETTLEMENT OF THE WEST by Robert G. Athearn. An account of the Indian policy and methods which opened areas of the West to settlement by whites. University of Oklahoma Press, $8.95.

FRONTIER AGAINST SLAVERY: WESTERN ANTI-NEGRO PREJUDICE AND THE SLAVERY EXTENTION CONTROVERSY by Eugene H. Berwanger. The author explores the roots of anti-Negro prejudice and shows the impact of racial antipathy upon the laws and politics of the 'West' before the Civil War. University of Illinois Press, paperback, $1.95.

KAREN by Borghild Margarethe Dahl. A story of courage, hard work and singleness of purpose, written as a tribute to the women of Scandinavian birth who helped to build our country. Dutton, $4.50.

CUSTER DIED FOR YOUR SINS: AN INDIAN MANIFESTO by Vine Deloria. Perceptive analysis of the differences between Indian problems and those of other minority groups; asserts the worth of the redman and blasts the political, social, and religious forces that perpetuate the "wigwam" stereotyping of the Indian. Macmillan, $8.95.

WINGED MOCCASINS: A STORY OF SACAGAWEA by Frances Joyce Farnsworth. Based on fragmentary historical data, this fictionalized biography reconstructs, from girlhood to old age, the life of the Indian woman who went as guide with the Lewis and Clark Expedition. Messner, $3.50.

A SON OF THE MIDDLE BORDER by Hamlin Garland. A story of the author's father's restless movement from Wisconsin to Minnesota, Minnesota to Iowa, and from Iowa to the Dakotas. Macmillan, $5.95.

THE FIGHTING CHEYENNES by George Bird Grinnell. Any consideration of the beginnings of civilization in Wyoming should take into account the original inhabitants. The Cheyennes were among the Indian tribes living in the area. This work is by an outstanding expert on the Cheyenne Indians. University of Oklahoma Press, $8.95.

BUGLES IN THE AFTERNOON by Ernest Haycox. A novel with Custer's last stand as a background. New American Library, paperback, $1.25.

THE HEROIC TRIAD: ESSAYS IN THE SOCIAL ENERGIES OF THREE SOUTH-WESTERN CULTURES by Paul Horgan. A social history of the three cultures of the Rio Grande region, the Indian, the Spanish, and the American settlers. New American Library, paperback, $3.95.

00120

KEEP THE WAGONS MOVING by West Lathrop. A historical novel which follows the adventures of two young brothers who, by different route, travel over the trail from Independence, Missouri, to Oregon in the summer of 1846. Random House, $4.79.

WESTWARD VISION: THE STORY OF THE OREGON TRAIL by David Lavender. There are many good histories of the Oregon trail and of the men and women who passed through Wyoming. This is a readable one. McGraw-Hill, paperback, $3.50.

THE MILITARY CONQUEST OF THE SOUTHERN PLAINS by William H. Leckie. The story of the struggle between the nomadic Indians of the Southern Plains and the white settlers who wanted to take over the Plains and civilize or exterminate the Indians. University of Oklahoma Press, $7.95.

THE WAY TO RAINY MOUNTAIN by N. Scott Momoday. This book traces Kiowa history through legends and rituals. Ballantine, paperback, $1.25.

NORTH FROM MEXICO, THE SPANISH SPEAKING PEOPLE OF THE UNITED STATES by Carey McWilliams. A discussion of the minority-racial problem constituted by the Mexican-Americans of the Southwest. The origins of the discrimination and analyses of present day race tensions and antagonisms are traced by the author. Greenwood, $12.50.

OREGON TRAIL by Francis Parkman. Contains sketches of prairie and Rocky Mountain life, describes the Frontier of the West, and Indian encounters. New American Library, paperback, 75¢.

IMMIGRANT UPRAISED: ITALIAN ADVENTURE AND COLONISTS IN AN EXPANDING AMERICA by Andrew F. Rolle. The author traces Italian migration to the America West, state by state. University of Oklahoma, $8.95.

GIANTS IN THE EARTH by O. E. Rolvaag. Norwegian immigrants pioneer in the Middle West with the combination of eager, ambitious strength and lonely terror and heartbreak that characterized that gigantic endeavor. Harper-Row, paperback, $1.25.

BIG ROCK CANDY MOUNTAIN by Wallace Stegner. This book brings to life the West of the recent past, when Norwegian families in Minnesota still clung to the ways and language of the old country, when North Dakota saw the mingling of the Scandinavian culture and blood with that of the older generation Americans. Doubleday, $8.95.

THE GATHERING OF ZION: THE STORY OF THE MORMON TRAIL by Wallace Stegner. A documentation of the great Mormon trek from Nauvoo to Salt Lake City in 1846-1847, and the steady migration that followed it out the Platte Valley and across the mountains for the next quarter century. McGraw-Hill, paperback, $3.50.

WOLF WILLOW: A HISTORY, A STORY AND A MEMORY OF THE LAST PLAINS FRONTIER by Wallace Stegner. The memoirs of life on the Montana and Canadian front which deals with the melting pot of immigrants. Viking, paperback, $2.45.

THE ARAPAHOES, OUR PEOPLE by Virginia Cole Trenholm. A good history of one of the Indian tribes living in Wyoming at the time of early exploration and settlement. These Indians form one of the largest groups of native Americans still living within the state borders. University of Oklahoma Press, $8.95.

THE SHOSHONIS: SENTINELS OF THE ROCKIES by Virginia Cole Trenholm and Maurine Carley. A good history of one of the Indian tribes living in Wyoming at the time of early exploration and settlement. These Indians form one of the largest groups of native Americans still living within the state borders. University of Oklahoma Press, $8.95.

THE MISSOURI by Stanley Vestal. The colorful story of the Missouri River from the keel-boating fur traders through the mountain men, the Indians and the Missouri River Steamers to the cowboy, the rustler, and the European immigrant farmer. University of Nebraska, paperback, $2.45.

00121

PEOPLE OF THE VALLEY by Frank Waters. A realistic novel of cultural mixing in New Mexico of Anglos, French, Spanish, Indians, and Mexicans. Swallow, paperback, $2.95.

THE VIRGINIAN by Owen Wister. First published in 1902. This novel gives a first-hand account of the West, its ranches, its landscape, its soldiers, its Indians, and its cowboys as seen by the author on his trips West between 1874-1890. Set in Wyoming. Popular Library, paperback, 95¢.

THE LAND OF PLENTY
SEPTEMBER 28-OCTOBER 25, 1975

THE LONG DEATH: THE LAST DAYS OF THE PLAINS INDIANS by Ralph K. Anovist. The story of the military conquest of the Plains Indians, plus accounts of the campaigns against the Nez Perces, Modocs, Banocks, and Utes. Macmillan, paperback, $2.45.

HIGH COUNTRY EMPIRE: THE HIGH PLAINS AND ROCKIES by Robert G. Athearn. A history of the High Country Empire which embraces the great Missouri River drainage. The author relates the growth of this area to American growth. University of Nebraska Press, paperback, $2.95.

THE ORIGINS OF TEAPOT DOME by J. L. Bates. This work should be of interest to Wyoming readers, for the Teapot Dome scandal rocked the nation in the 1920's. The issue was the use and the control of national resources. University of Illinois Press, $7.50.

FRONTIER COMMUNITY: KANSAS CITY TO 1870 by A. Theodore Brown. A book explaining the forces at work to shape a community into the leading city on the Missouri River. University of Missouri Press, $7.50.

BURY MY HEART AT WOUNDED KNEE: AN INDIAN HISTORY OF THE AMERICAN WEST by Dee Brown. Attempt to describe the settlement of the West as the Indians saw it. Excellent use of quotes from Indian speakers. Extensive use of primary source materials--well researched. Covers the years 1860-1890. Bantam, paperback, $1.95.

STANDING UP COUNTRY: THE CANYON LANDS OF UTAH AND ARIZONA by C. Gregory Crampton. A story about human life and adventure and of exploitation in the canyon lands of Utah and Arizona. Alfred A. Knopf, $17.50.

YEAR OF DECISION, 1846 by Bernard DeVoto. The book is about Western migration in the year 1846 and includes other events of that year such as Fremont and the Bear Flag Revolt, the migration of the Mormons, and much more. Houghton Mifflin, paperback, $3.95.

OLD SPANISH TRAIL: SANTA FE TO LOS ANGELES by LeRoy Hafen and Ann W. Hafen. An historical and topographical study of the Old Spanish Trail with many quotations from contemporary sources and extracts from diaries. Arthur Clark Company, $11.50.

AMERICAN INDIANS by William T. Hagan. An outline of Indian-White relations, most of which have been associated with government. University of Chicago Press, paperback, $1.95.

THE GREAT AMERICAN DESERT: THEN AND NOW by W. Eugene Hollon. A history of the arid region bounded by central Kansas, the Sierra Nevada mountains, northern Montana and the Mexican border. The author shows the influence of man on the desert and the influence of the desert on its trespassers. Oxford University Press, $7.50.

BENT'S FORT by David Lavender. A narrative account of the years from about 1830 to the close of the Civil War, when a huge expanse of the Southwest was dominated by the fur traders of Fort Bent. University of Nebraska Press, paperback, $2.75.

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THE LAND OF PLENTY-continued

TEAPOT DOME: OIL AND POLITICS IN THE 1920'S by Burl Noggle. An examination of the controversy over the leasing of oil reserves and the far-reaching political and legal ramifications of this act. Norton, paperback, $2.45.

TERRITORIES AND THE U.S. 1861-1890; STUDIES IN COLONIAL ADMINISTRATION by Earl S. Pomeroy. A study in the history of administration when the territories existed, to a considerable degree, independently of the national authority, which in the period covered no longer claimed to be paramount in colonial affairs as it had been in the early days of the Republic. University of Washington Press, paperback, $2.95.

BEYOND THE HUNDREDTH MERIDIAN: JOHN WESLEY POWELL AND THE SECOND OPENING OF THE WEST by Wallace Stegner. A record of John Wesley Powell's expeditions on the Green and Colorado Rivers highlighted with his many scientific contributions to the nation. Houghton Mifflin, paperback, $3.95.

CHEYENNE AUTUMN by Mari Sandoz. The heart breaking 1878 journey of a band of Cheyenne Indians set out from Indian Territory, where they had been sent by the American army, to return to their native haunts in the Yellowstone. Avon, paperback, $1.25.

"A MORE PERFECT UNION": THE AMERICAN GOVERNMENT
NOVEMBER 23-DECEMBER 20, 1975

THE EXPLORATIONS AND EMPIRE: EXPLORER AND THE SCIENTIST IN THE WINNING OF THE AMERICAN WEST by William H. Goetzmann. The government's role in exploration, mapping, and scienceing in the West. Random House, paperback, $3.95.

ROCKY MOUNTAIN BENCH: THE TERRITORIAL SUPREME COURTS OF COLORADO, MONTANA, AND WYOMING, 1861-1890 by John D. Guice. The author seeks to show the constructive contributions of the courts during 1861-1890, when the land, its government, and its judicial system belonged both to the citizens of the area and the national government. Yale University Press, $9.75.

THE CLOSING OF THE PUBLIC DOMAIN by Louise Peffer. Wyoming's settlement depended in large extent on public land policies of the federal government. This book is an excellent survey of what these policies have meant to the western states. Arno, $17.

OUR LANDED HERITAGE: THE PUBLIC DOMAIN, 1776-1936 by Roy Marvin Robbins. A treatment of a century and a half of the complicated history of the public domain focusing on the official political history. Peter Smith, $5.

WORKING IN AMERICA
JANUARY 11-FEBRUARY 7, 1976

THE COMPANY TOWN IN THE AMERICAN WEST by James B. Allen. A study of about two hundred company-owned towns such as lumber towns, coal towns, copper towns, etc. He covers management, community planning and housing, human welfare, the company store, and political and economic paternalism. University of Oklahoma Press, $7.95.

DAKOTA COWBOY: MY LIFE IN THE OLD DAYS by Ike Blassingame. A vivid and authentic picture of a cowboy's life and work in the days of the open range. University of Nebraska Press, paperback, $2.45.

THE GREAT COALFIELD WAR by George S. McGovern and Leonard Guttridge. An account of a violent and pathetic seven month strike against the Colorado Fuel and Iron Company in Ludlow, Colorado, 1914. Houghton Mifflin, $8.95.

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AUTOBIOGRAPHY OF BIG BILL HAYWOOD by William D. Haywood. International Publishing Company, paperback, $2.95.

MINING FRONTIERS OF THE FAR WEST, 1848-1880 by Rodman W. Paul. A history of the mining west and accounts of the men and forces which made a permanent and significant contribution to frontier history. University of Nebraska Press, $7.95.

ROCKY MOUNTAIN MINING CAMPS: THE URBAN FRONTIER by Duane A. Smith. A discussion of the unique urban nature of mining camps; the living conditions, economy, business, religion, culture, discriminations, recreations, transportation, communication, etc. University of Nebraska Press, paperback, $2.95.

LETTERS OF A WOMAN HOMESTEADER by Elinore Pruitt Stewart. Hard working Wyoming, from a woman's point of view. Peter Smith, $4.

CATTLE RAISING ON THE PLAINS, 1910-1961 by John T. Schlebacker. The story of cattle raising from 1900 to 1960. University of Nebraska Press, $7.95.

NOTHING BUT PRAIRIE AND SKY: LIFE ON THE DAKOTA RANGE IN THE EARLY DAYS by Walker D. Wyman. Cattle ranching on Plum Creek, wild horse roundups, shipping steers, range life and customs in the 1890's told by one who was there and experienced all these things. University of Oklahoma Press, $3.95.

"THE BUSINESS OF AMERICA..."
FEBRUARY 8-MARCH 6, 1976

BEET SUGAR IN THE WEST: A HISTORY OF THE UTAH-IDAHO SUGAR COMPANY, 1891-1966 by Leonard J. Arrington. A history of the company which places it in the context of the western beet-sugar industry and national affairs. University of Washington Press, $7.50.

GREAT BASIN KINGDOM: AN ECONOMIC HISTORY OF THE LATTER-DAY SAINTS, 1830-1900 by Leonard J. Arrington. A study of the economic innovations practiced by the Mormons in their settlements; the financial system between church and community, the outside influences on economy, and their conflict with government policies are described. University of Nebraska Press, paperback, $4.50.

REBEL OF THE ROCKIES: A HISTORY OF THE DENVER AND RIO GRANDE WESTERN RAILROAD by Robert G. Athearn. An account of the building of the narrow gauge Denver and Rio Grande in the early 1870's, and its fortune and crises through the years to 1961. Yale University Press, $20.

SOUTH PASS, 1868: JAMES CHISHOLM'S JOURNAL OF THE WYOMING GOLD RUSH by James Chisholm. A journalist's accounts of the Wyoming gold rush. University of Nebraska Press, $7.95.

CATTLE TOWNS by Robert Dykstra. A documented history of five Kansas cattle towns. He illustrates that internal conflict plays an integral and essential part in the entrepreneurial impulse responsible for community growth. Antheneum, paperback, $3.95.

THE UNION PACIFIC RAILROAD: A CASE IN PREMATURE ENTERPRISE by Robert W. Fogel. Wyoming's first industry was the railroad, and railroads are still important in the state's economy. Johns Hopkins, $6.

THE WAR OF THE COOPER KINGS by C. B. Glasscock. A good, accurate lay treatment of an important political and economic war in Montana. Gosset & Dunlap, $3.95.

BONANZA WEST: THE STORY OF THE WESTERN MINING RUSHES, 1848-1900 by William S. Greever. A survey of the mining rushes in California, Montana, Idaho, Nevada, Colorado, the Dakotas, and the Klondike. University of Oklahoma Press, $8.95.

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THE DAY OF THE CATTLEMEN by Ernest S. Osgood. A classic account of the growth and decline of the range cattle industry. University of Chicago Press, paperback, $2.45.

THE STORY OF THE WESTERN RAILROADS by Robert E. Riegel. A history of western railroads beginning with the building of the first trans-Mississippi railroads in the fifties and closing with the completion of the western railroad network in the early twentieth century. The financial, industrial and engineering aspects of the subject are covered and the development of railroad regulation is discussed. Peter Smith, $6.50.

MONEY MOUNTAIN: THE STORY OF CRIPPLE CREEK GOLD by Marshall Sprague. A popular history of a gold mining town near Colorado Springs, during the years of its fame, the 1890's and early 1900's. Ballantine, $1.25.

TRANSPORTATION FRONTIER: TRANS-MISSISSIPPI WEST, 1865-1890 by Oscar O. Winther. A study of all aspects of western transportation, from the advent of overland freighting to the era of the automobile. University of New Mexico Press, paperback, $4.95.

GROWING UP IN AMERICA
APRIL 4-MAY 1, 1976

A BRIDE GOES WEST by Nannie T. Alderson and Helena H. Smith. An autobiography of a gently reared Southern girl who moves to a lonely Montana Ranch in the 1880's. Through all the book, a dauntless figure moves in courage and wisdom. University of Nebraska Press, paperback, $1.95.

DESERT SAINTS: THE MORMON FRONTIER IN UTAH by Nels Anderson. A history of Utah to 1900. A study of Mormons and their social system. University of Chicago Press, $3.45.

SHADOWS OF THE IMAGES by William E. Barrett. Set in a Colorado city this novel's theme is the meaning of religious faith, specifically Roman Catholic faith in personal experience. The novel also touches upon the Spanish-American problem of integration. Avon, paperback, $1.25.

STAY AWAY, JOE by Dan Cushman. Set in Montana, this is one of the most humorous and true-to-life novels on twentieth century reservation life. Stow Away, paperback, $1.95.

THE MORMON CONFLICT, 1850-1859 by Norman F. Furniss. A detailed study of relations between the United States government and the Mormons between 1850 and 1859. Yale University Press, $12.50.

THE GREAT BETRAYAL: THE EVACUATION OF THE JAPANESE-AMERICANS DURING WORLD WAR II by Audrie Girdner and Ann Loftis. A work based on interviews, letters, and other extensive documentation sympathetic to the Japanese community. Macmillan, $12.95.

THE INDIAN TIPI: ITS HISTORY, CONSTRUCTION AND USE by Reginald Laubin and Gladys Laubin. A book about the Indian shelter common to our entire region. Ballantine, paperback, $1.65.

HIGHER LEARNING IN COLORADO: AN HISTORICAL STUDY, 1860-1940 by Michael McGiffert. A survey of the histories of all the institutes of higher learning, public and private, in Colorado from their beginnings to the end of the 'depression decade' of the 1930's. Swallow, $6.50.

LITTLE BRITCHES: FATHER AND I WERE RANCHERS by Ralph Moody. The author moved to Colorado when he was eight years old and for three years his family worked hard to make a go of ranch life and in the end they were defeated. Bantam, paperback, 95¢.

THE MORMONS by Thomas F. O'Dea. A study of the history, doctrine, and present-day Mormons. The book covers the strength and weakness of the Mormon church, the Book of Mormon, and the role played by Mormonism in the United States. University of Chicago Press, paperback, $2.95.

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GREEN GRASS OF WYOMING by Mary O'Hara. A novel about horses in Wyoming by the author of Thunderhead and My Friend Flicka. Dell, 95¢.

MY FRIEND FLICKA by Mary O'Hara. Wyoming horse ranch, life of a young boy and his colt. Dell, $10.75.

THUNDERHEAD by Mary O'Hara. Wyoming horse ranch, life of a young boy and his colt. Dell, $1.60.

LIGHT IN THE FOREST by Conrad Richter. A story of the rescue of 15-year-old John Butler eleven years after his capture by a Delaware Indian tribe, of John's attempt to rejoin his beloved Indian family, and the outcome. Knopt, $4.50.

COFFEE TRAIN by Margarithe Erdahl Shank. A story of Mrs. Shank's childhood near Fessenden, North Dakota. Augsburg, $4.95.

DIAMOND WEDDING by Wilbur D. Steele. A novel, set in Colorado from the years 1835 to 1919. It concerns a family with a father from the Old West and a mother of gentle birth from New England. Curtis, paperback, 95¢.

FAMILY KINGDOM by Samual W. Taylor. The story of a Mormon polygamous family. Western Epics, $7.95.

AMERICAN DAUGHTER by Era Bell Thompson. The autobiography of a Negro girl who grew up in the friendly atmosphere of North Dakota. University of Chicago Press, $7.95.

THE AMERICAN INDIAN IN URBAN SOCIETY by Jack O. Waddell and O. Michael Watson. A collection of articles dealing with Indian adjustment to life in cities. Little, Brown, paperback, $6.95.

"LIFE, LIBERTY AND THE PURSUIT OF HAPPINESS"
MAY 2-MAY 29, 1975

THE LOG OF A COWBOY: A NARRATIVE OF OLD TRAIL DAYS by Andy Adams. A narrative with memoirs of the last days of cattle runs. University of Nebraska Press, paperback, $2.25.

JIM BRIDGER by J. Cecil Alter. Biography of Bridger, a mountain man who crossed Wyoming before any white settled in the area. University of Oklahoma Press, $7.50.

TRIGGERNOMETRY by Eugene Cunningham. This work tells the true stories of the western gun fighters. The term gunfighter took in some of the great sheriffs and marshalls. Caxton, $7.95.

PETER NORBECK: PRAIRIE STATESMAN by Gilbert Fite. The biography of a rugged individualist who is remembered especially for his support of conservation. University of Missouri Press, paperback, $2.50.

BROKEN HAND: THE LIFE STORY OF THOMAS FITZPATRICK by LeRoy R. Hafen and William James Ghent. Thomas Fitzpatrick, who the Indians called Broken Hand, was a leader of the trapper band which discovered South Pass, the future gateway to Oregon. With the waning of the fur trade, he became the most famous and sought-for guide in the West, and later, as Indian agent, negotiated treaties with the Plains Indians. Old West, $15.

GUNS OF THE TIMBERLANDS by Louis L'Amour. A small rancher owns a stand of timber and fights for what belongs to him. Bantam, paperback, 95¢.

BILL NYE'S WESTERN HUMOR by T. Alfred Larson. Nye was a newspaperman who wrote humorously about the pleasures and pains of the plains life. University of Nebraska Press, $4.75.

LORD GRIZZLY by Frederick Manfred. The story of Hugh Glass, the historical frame filled in with imagination and narrative skill. The story is the realization of a very rugged individual. New American Library, paperback, $1.25.

JEDEDIAH SMITH AND THE OPENING OF THE WEST by Dale L. Morgan. Biography of Smith, a mountain man who crossed Wyoming before any whites settled in the area. Peter Smith, $4.75.

ADDENDA

COLORADO

GENERAL WILLIAM J. PALMER: A DECADE OF COLORADO RAILROAD BUILDING, 1870-1880 by George L. Anderson. Colorado Springs, 1936.

HISTORY OF COLORADO, Prepared under the supervision of the State Historical and Natural History Society of Colorado. Edited by James H. Baker and LeRoy R. Hafen. Linderman Company, 1927. 5 vols.

SILVER QUEEN: THE FABULOUS STORY OF BABY DOE TABOR by Carolyn Bancroft. 6th ed. Johnson Publishing Company, 1959.

THE PILGRIM AND PIONEER: THE SOCIAL AND MATERIAL DEVELOPMENTS IN THE ROCKY MOUNTAINS by John Calhoun Bell. The International Publishing Association,1906.

OUT OF THE DEPTHS: THE STORY OF JOHN R. LAWSON, A LABOR LEADER by Barron B. Beshoar. Colorado Labor Historical Committee, 1942.

A LADY'S LIFE IN THE ROCKY MOUNTAINS by Mrs. Isabella Lucy Bird Bishop. G. P. Putnam's Sons, 1879-1880.

HIGH, WIDE & LONESOME by Hal Borland. Popular Library, 1971.

A CENTENNIAL HISTORY OF THE JEWS IN COLORADO: 1859-1959 by Allen D. Breck. Hirschfeld Press, 1960.

AUNT CLARA BROWN by Kathleen Bruyn. Pruett, 1970.

THE NEGRO COWBOYS by Philip Durham. Dodd, Mead, 1965.

SONG OF THE LARK by Willa Cather. Houghton Mifflin, 1915.

MOUNTAIN TIME by Bernard DeVoto. Little, Brown, 1947.

THE SNOW-SHOE ITINERANT by John Lewis Dyer. Cranston and Stowe, 1890.

LIFE OF AN ORDINARY WOMAN by Anne Ellis. Houghton Mifflin, 1929.

COLORADO LATIN AMERICAN PERSONALITIES by Harold Ellithorpe and Charles Mendoza. A & M Printing Company, 1959.

NEW AND SELECTED POEMS by Thomas H. Ferril. Harper, 1952.

SALUTE TO YESTERDAY by Gene Fowler. Random House, 1937.

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COLORADO-continued

GREAT BETRAYAL by Dorothy K. Gardiner. Doubleday, Doran, 1936.

HOME MISSIONS ON THE AMERICAN FRONTIER by Colin B. Goodykoontz. Octagon, 1970.

KING SHAM AND OTHER ATROCITIES IN VERSE by Lawrence H. Greenleaf. Hurd and Houghton, 1868.

COLORADO AND ITS PEOPLE: A NARRATIVE AND TOPICAL HISTORY OF THE CENTENNIAL STATE by LeRoy R. Hafen. Lewis Historical Publishing Company, 1948. 4 vols.

OVERLAND ROUTES TO THE GOLD FIELDS, 1859, FROM CONTEMPORARY DIARIES edited by LeRoy R. Hafen. Arthur H. Clark Company, 1942.

COLORADO GOLD RUSH: CONTEMPORARY LETTERS AND REPORTS, 1858-1859 edited by LeRoy R. Hafen. Arthur H. Clark Company, 1941.

OUR STATE: COLORADO by LeRoy R. Hafen and Ann Hafen. Old West, 1966.

HISTORY OF THE STATE OF COLORADO by Frank Hall. The Blakely Printing Company, 1889-1895. 4 vols.

LIFE OF THE RIGHT REVEREND JOSEPH P. MACHEBEUF, PIONEER PRIEST OF OHIO, PIONEER PRIEST OF NEW MEXICO, PIONEER PRIEST OF COLORADO, VICAR APOSTOLIC OF COLORADO AND UTAH, AND FIRST BISHOP OF DENVER by William J. Howlett. Franklin Press Company, 1908.

QUEST OF THE SNOWY CROSS by Clarence S. Jackson and Lawrence Marshall. University of Denver Press, 1952.

THE DANGEROUS LIFE by Benjamin B. Lindsey and Rube Borough. H. Liveright, 1931.

FATHER STRUCK IT RICH by Evalyn W. McLean and Boyden Sparkes. Little, Brown, 1936.

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WHERE THE ROCKES RIDE HERD by Stephen Payne. Sage Books, 1965.

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WILD EARTH'S NOBILITY by Frank Waters. Loveright Publishing Corporation, 1935.

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MONTANA

WE POINTED THEM NORTH: RECOLLECTIONS OF A COWPUNCHER by Edward C. Abbott and Helena H. Smith. University of Oklahoma, 1955.

MONTANA IN THE MAKING by Newton C. Abbott. 10th ed. Gazette Printing Company, 1951.

CUSTER'S LAST STAND by Henry Allen. Chilton, 1966.

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A MAJORITY OF SCOUNDRELS: AN INFORMAL HISTORY OF THE ROCKY MOUNTAIN FUR COMPANY by Don Berry. Harper, 1961.

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SHALLOW DIGGIN'S: TALES FROM MONTANA'S GHOST TOWNS compiled by Jean W. Davis. Caxton Printers, 1962.

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RED RIVER RUNS NORTH by Vera Kelsey. Harper-Row, 1951.

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